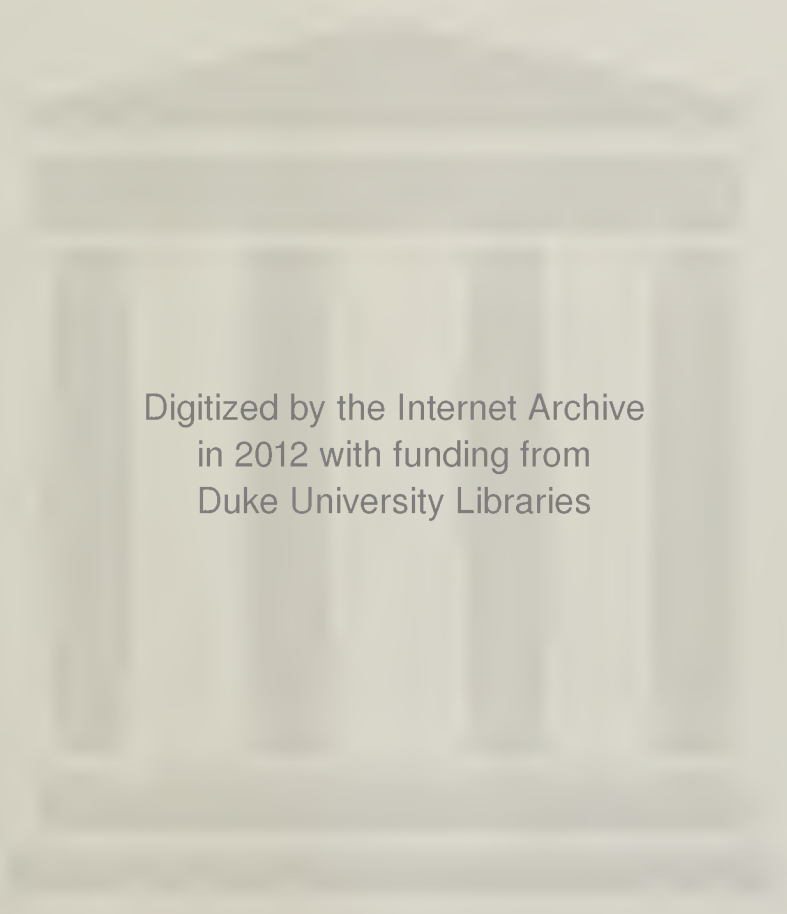


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Allied Health Programs
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Allied Health Programs

Durham • North Carolina 1978

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University Administration

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Medical Center Administration

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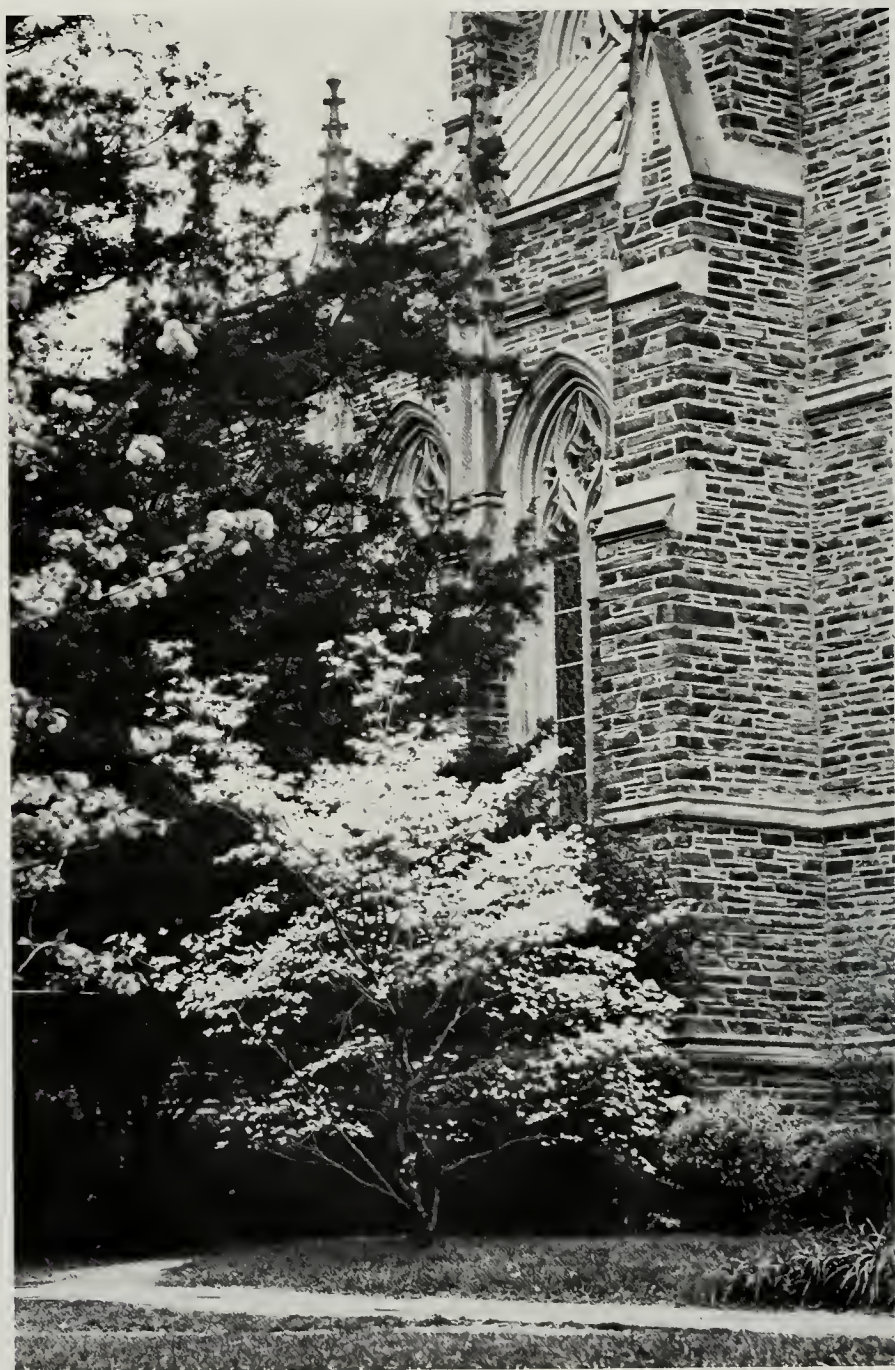
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General Information



History

In 1924, James Buchanan Duke established the Duke Endowment, and thus made possible the creation of Duke University.

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence. I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life . . . I very much hope that the people will see to it that adequate and convenient hospitals are assured in their respective communities . . . It is to these rural districts that we are to look in large measure for the bone and sinew of our country.

The School of Medicine and Duke Hospital, then a 400-bed facility, were opened in 1930 under the leadership of the first dean, Dr. Wilburt C. Davison. Today the hospital, with over 800 beds, is one of the largest private hospitals in the South. Duke University Medical Center has become a leader in contemporary medicine; by its continued dedication to educational programs, it has been closely involved in the development of the allied health field.

Programs in hospital administration and dietetics were initiated at the Medical Center in 1930. Programs in several disciplines dealing primarily with the laboratory aspects of clinical medicine began soon afterward. Due to marked advances in the field of medicine, new allied health programs were developed in the early 1960s to assist in the many medical specialties. Today there are over 400 students enrolled in Duke University allied health programs.

The Division of Allied Health Education of the School of Medicine officially represents the interests of these health-related educational programs by being the liaison with the entire medical complex. It coordinates all student and faculty activities within the Allied Health Education Building and provides for such varied educational services as the planning and evaluation of courses and circulation of instructional materials.

Resources for Study

Libraries. The Perkins Library, among the finest university libraries in the country, contains over 2,869,000 volumes and 4,700,000 manuscripts. About 100,000 volumes are added annually. Separate departmental and professional school libraries provide notable collections in several disciplines.

The Medical Center Library/Communications Center is located in the Seeley G. Mudd Building, midway between the north and south medical center campuses. The Seeley G. Mudd Building also contains the Medical Center Bookstore and the Searle Center for Continuing Education.

The Medical Center Library attempts to provide all informational services and collections necessary to further educational, research, and clinical activities in the medical field. The collection of approximately 160,000 volumes and 2,550 current journal subscriptions is freely available for use by Medical Center students and personnel; study accommodations for 500 readers include extensive provisions for audiovisual learning. The library also includes the Trent Collection which is unsurpassed in the Southeast as a resource for study of the history of medicine. A branch collection of books and journals is maintained in the Nanaline B. Duke Medical Sciences Building.

The Medical Center Library is open: Monday through Friday, 8:30 A.M. to midnight; Saturday, 8:30 A.M. to 9:00 P.M.; Sunday, 12:00 noon to 11:00 P.M. Summer and holiday hours are as announced.

Director: Warren P. Bird, M.S. (Columbia, 1964), *Associate Professor of Medical Literature*; Curator of the Trent Collection: G.S.T. Cavanagh, B.S., B.L.S. (McGill, 1951), *Professor of Medical Literature*.

The library in the Durham Veterans Administration Hospital contains over 3,000 books and receives 205 journals. It also supplies a reference and bibliographic service to both staff and residents. In addition, literature searches are made upon request.

The Medical Center Bookstore. This bookstore offers a wide selection of biomedical textbooks and reference books, as well as an assortment of laboratory and clinical instruments and office supplies. Facilities for browsing in a pleasant atmosphere are available, as are special individualized services. The bookstore is open: 8:30 A.M. to 5:00 P.M., Monday through Friday. Manager: Ansel M. Peak, B.A.

The Searle Center for Continuing Education in the Health Sciences. This center provides accommodations for conferences, symposia, lectures, and meetings to support the continuing education activities of the Medical Center. Provisions have been made for banquet and food service arrangements to complement the meeting facilities.

The Media Learning Laboratory. Located in the Allied Health Education Building, this facility has ten study carrels equipped to handle audiovisual materials, including slides, videotapes, and 8mm. loop films. Through this laboratory individuals may also obtain audiovisual materials from both the Duke University and Veterans Administration hospitals.

Audiovisual Educational Facilities. Duke University Medical Center Division of Audiovisual Education and the Veterans Administration Hospital Medical Media Production Service have production facilities in medical art, photography, and television. These serve the allied health programs by providing all types of audiovisual materials for teaching, research, and patient care. The close working relationship that exists between the two production facilities has resulted in a two-channel television microwave link. This provides transmission of a variety of educational programs, including grand rounds and Network of Continuing Medical Education (NCME), between the hospitals. Instruction in the use of audiovisual materials and methods is a part of the course of instruction in several of the allied health programs. Media workshops are also provided as requested by faculty and students.

Computing Facilities. The Duke University Computation Center provides faculty and students with a facility for research and instruction in computing. It is

presently equipped with an IBM 370 Model 138 which is connected by microwave to an IBM Twin Model 165 located at the Triangle Universities Computation Center (TUCC) in the Research Triangle Park. In addition to the University computation center there are three medium-speed terminals and several low-speed keyboard terminals available on the campus.

Hospitals. Duke University Hospital, an 896-bed facility, has a dual purpose of providing both patient care and professional education. Comprehensive diagnostic and treatment facilities are provided at various levels of patient care ranging from intensive to minimal care units. Private, semiprivate, and ward accommodations are utilized by the more than 29,000 patients admitted each year. Special diagnostic and treatment units such as the cardiac catheterization laboratory, hemodialysis laboratory, and the hyperbaric oxygenation chamber are also housed in the hospital. Outpatient services include the public clinics, private clinics, and the emergency service. Duke Hospital is fully accredited by the Joint Committee on Accreditation of Hospitals and is approved for internship and residency training by the Council on Medical Education of the American Medical Association.

The Durham Veterans Administration Hospital is located within walking distance of the Duke University Medical Center. All full-time professional staff members of the hospital are also members of the faculty of the Duke University School of Medicine. The Veterans Administration Hospital, a 501-bed facility, provides the Duke University Medical Center with an excellent opportunity for closely integrated student teaching and house staff training.

Other patient care facilities directly affiliated with the Medical Center include the Lenox Baker Cerebral Palsy and Crippled Children's Hospital of North Carolina, a 40-bed residential rehabilitation center for children; Highland Hospital, Asheville, North Carolina, a 131-bed psychiatric facility; and Sea Level Hospital, a 72-bed general hospital.

Several of the allied health programs have affiliations with other hospitals and medical institutions for clinical instruction.

Instructional Facilities. In 1971, the Veterans Administration opened a 15,000 square foot, two-story Allied Health Education Building. It provides a number of classrooms, laboratories, and offices especially designed for education in allied health fields. Special emphasis has been placed upon the utilization of audiovisual materials in the instruction of students, which include the self-instructional media learning laboratory, closed-circuit television, and other support facilities.

Student Life

Living Accommodations. Because of the shortage of residential space, students enrolled in allied health degree and/or certificate programs are not eligible for dormitory accommodations. A limited number of apartments are available in the Central Campus apartment complex. Suitable living arrangements are extremely limited in nearby areas. Students planning to live off campus should make arrangements in advance of admission date in order to be assured accommodations. Information concerning housing is provided on request by the Central Campus Office, Department of Housing Management, 217 Anderson Street, Duke University, Durham, North Carolina 27705.

Dining Facilities. Several dining facilities located in and near the Medical Center are available to students. In the Duke University Union Building, there are two cafeterias and a dining room. There are also cafeterias in the Graduate Center and the Veterans Administration and Duke hospitals.

Student Aid. Duke University recognizes the responsibility of students and their families to provide funds according to their ability to achieve the educational objective. Students are encouraged to pursue every available source of support through their local and state student assistance programs.

All programs are approved for veterans education benefits (G.I. bill) for those who are eligible. Some of the programs have limited student support available through stipends or special scholarships.

Financial aid is available through Duke in limited amounts in the form of loans. As Duke University is a lender under the Federally Insured Guaranteed Student Loan Program, federal law requires that *basic need* be established before a loan application can be approved. Therefore, an application in the form of a financial statement, Graduate and Professional Schools Financial Aid Service (GAPSFAS), from applicants and their parents (and spouse, if applicable) is required in addition to the Duke University Financial Aid Application. A copy of the student's (and spouse's, if applicable) federal income tax return for the previous taxable year is required. In the case of the dependent student, a copy of the parent's federal income tax return for the last taxable year is also required. Duke University reserves the right to decline to approve loan applications for those applicants who do not have a satisfactory credit history.

It is the responsibility of recipients of financial aid to keep the Medical Center Office of Financial Aid informed of any outside financial assistance they may receive. It must be understood that Duke reserves the right to reconsider its offer of financial assistance in the event of a major outside award to a recipient. No financial aid funds may be used during a period when the recipient is not involved with work toward the degree or certificate. Part-time or special students are not eligible for financial aid.

Students who have been accepted for matriculation are sent financial aid applications if they have indicated a desire for such assistance in the admissions application. Annual reapplication is required of all financial aid recipients.

A ceiling of \$12,000 in student loans is in effect for all allied health students. The Medical Center recognizes that a student should not borrow more money than could realistically be repaid from earnings after graduating. Thus, a student is not allowed to borrow more than \$12,000 for all educational loans including the money borrowed from other institutions. This restriction is for Duke administered funds only and does not prohibit a student from obtaining funds elsewhere. For example, a student in health administration can expect to borrow a maximum of \$12,000 for undergraduate and graduate educational expenses.

Basic Educational Opportunity Grant (BEOG) is a federally funded grant for students with financial need who have not earned a baccalaureate degree and are enrolled in any postsecondary educational program. A special application is required and may be obtained from a high school guidance counselor or any financial aid office.

North Carolina Student Incentive Grant (NCSIG) is available to residents of North Carolina who are enrolled in any postsecondary educational program in North Carolina. The applicant must demonstrate substantial financial need and must not have earned a baccalaureate degree. Application deadline is 1 April for the following academic year. Application forms may be obtained from high school guidance counselors or any financial aid office.

North Carolina Legislative Tuition Grant is a direct grant of \$300 from the state to each North Carolinian enrolled in a private educational institution in North Carolina. The student must be studying toward the first baccalaureate degree. No application is required.

North Carolina Educational Loan Program funds North Carolinians studying in many specialized health fields. Recipients agree to practice in North Carolina a full

calendar year for each academic year that a loan is received. For more information write to Educational Loan Program, P.O. Box 12200, Raleigh, North Carolina 27605.

Every effort will be made to assist the student with tuition and living expenses within the framework of school policies which may be in effect at the time. However, as funds are limited, prior indebtedness will not be given favorable consideration as part of the student's budget. Student budgets for each allied health program are available, upon request, in the spring of each year. Any applicant having further questions may write to the Coordinator, Financial Aid, 123 Davison Building, Box 3005, Duke University Medical Center, Durham, North Carolina 27710.

Student Health Service. The facilities of the Student Health Service Clinic located in the Pickens Building are available year-round to all allied health students. The clinic provides outpatient treatment, routine laboratory and x-ray examinations necessary for the diagnosis of acute medical and surgical problems, and many other services. A separate fee for this service is assessed for each student. Participation is mandatory for all Duke students unless a waiver is granted by the appropriate dean. The coverage described above does not extend to spouses and children. However, dependents are eligible to use the facilities of the Duke University Medical Center, as are all members of the community, but they are responsible for health costs incurred. The Student Health Service Clinic is open from 8:00 A.M. to 7:00 P.M., Monday through Friday; 9:00 A.M. to 2:00 P.M., Saturday, and closed on Sundays. On Sundays, a doctor is available at the University Infirmary on East Campus, 2:00 P.M. to 5:00 P.M., for the evaluation of illnesses which cannot wait until regular Student Health Service hours. The Sunday Clinic at the University Infirmary on East Campus is available only during the spring and fall semesters of the regular academic year. It is closed during summer sessions. The facilities of the University Infirmary on East Campus are available to allied health students from the opening of the University in fall until graduation day in spring.

Student Health Insurance. In order to provide twenty-four hour protection to students for accidents and sicknesses not covered by the Student Health Services, the Student Accident and Sickness Insurance policy is available. Benefits include payment of hospitalization and surgical and medical fees. Persons are covered on and off campus, at home, while traveling between home and school, and during interim vacation periods. The premiums for a student (and spouse or family) for the year 1978-79 will be more fully described in the insurance brochure sent from the bursar's office. If at the time of matriculation, students do not have a sickness and accident policy, it is mandatory that they purchase this insurance.

Athletic Events. All students paying the full Duke University undergraduate tuition are issued Duke University identification cards and may attend all home intercollegiate athletic contests. Graduate students and those enrolled in the certificate program may purchase a book of tickets for regular season home football and basketball games. All tickets are sold on a first-come first-served basis. The ticket office is located in Cameron Indoor Stadium.

Judicial System and Regulations. Duke University expects and requires of all its students full cooperation in developing and maintaining high standards of scholarship and conduct. Each student is subject to the rules and regulations of the University which are currently in effect or which are, from time to time, put into effect by the appropriate authorities of the University. At the same time, the individual is responsible for decisions and choices within the framework of the regulations of the community as Duke does not assume in *loco parentis* relationships.

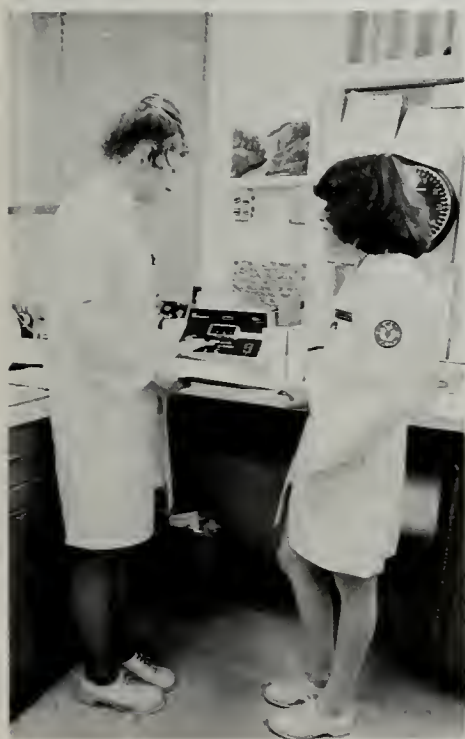
Any student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension or expulsion, for failure to abide by these regulations or for other conduct adjudged unsatisfactory or detrimental to the University.

A copy of the Allied Health Judicial System including a code of ethics, rules of conduct, and judicial procedures will be provided each student and is included in the appendix to this bulletin.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of race, color, national and ethnic origin, or handicap, or sex, in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.





Academic Procedures and Information



Admissions

Admissions to all Duke University educational programs are reviewed by an appropriate admissions committee. Students matriculating in the various allied health programs must meet the admission standards of that program.

Grading and Grade Requirements

Final grades on performance in academic work are sent to students after the examinations at the end of the fall and spring semesters.

Passing Grades. Passing grades are *A*, exceptional; *B*, superior; *C*, satisfactory; and *D*, low pass. A passing grade may be modified by a plus or minus. A *Z* may be assigned for the satisfactory completion of the first semester of a two-course sequence. This permits an instructor to assign an earned grade for the entire year during the grading period for the second course of the sequence.

The D Grade. Although the *D* grade represents low pass, no more than two courses passed with *D* grades may be counted among the thirty-two courses required for graduation.

Failing Grades. A grade of *F* or *U* (see pass/fail option below) indicates that the student has failed the course, which is recorded on the student's record. If the course is taken again, a second entry of the course and the new grade earned is made on the record, but the first entry is not removed.

Pass/Fail Grading Option. With the consent of the instructor and program director, a student may choose to be graded on a pass/fail basis in one elective course each semester or summer session.

A student enrolling in a course on a pass/fail basis completes all the work of the course but receives either a pass, (*P*), or fail, (*U*), in lieu of a standard grade. After the first two weeks of classes in any semester, no student may change to or from a pass/fail basis. A pass grade may not subsequently be converted to a regular letter grade nor may the course be retaken on a regular credit basis.

Grades When Absent from Final Examination. In all cases in which a student is absent from a final examination, an *X* is received instead of a final grade. If the student does not present an acceptable explanation for the absence to the Office of the Associate Dean for Allied Health Education within forty-eight hours after the scheduled time of the examination, the *X* is converted to an *F*. If the absence is excused by the associate dean the student arranges with the instructor

for a makeup examination. An *X*, not cleared by the end of the semester following the examination missed, is converted to an *F*. See the section on Final Examinations and Excused Absences.

Grades for Incomplete Work. If because of illness or other emergency a student's work in a course is incomplete, an *I* may be received for the course instead of a final grade. Incomplete courses must be completed before the close of the succeeding semester; otherwise, the *I* is converted to an *F*. Seniors must complete all courses before graduation. A student whose work is incomplete and who is also absent from the final examination receives an *X* for the course.

For the purpose of determining if a student satisfies continuation requirements, an *I* is counted as failing to achieve satisfactory performance in that course.

Graduation and Continuation Requirements

Continuation Requirements. A student must achieve a satisfactory record of academic performance and make satisfactory progress toward graduation each semester. To remain in the University a student must not fail two or more courses in any semester. A student who, for any special reason, has been permitted to enroll for three or fewer courses must pass all courses.

Students are reminded that in cases where continuation is in question, incomplete work in any course is counted as a failure to achieve satisfactory performance in that course. Such courses must be completed in time for final grades to be submitted to the registrar no later than the day preceding the opening of the spring semester or 15 June in the summer.

Any student excluded under the provisions of this regulation may request to have the case reviewed by the associate dean, Allied Health Education.

Requirements for Degree. To be graduated a student must pass a minimum of thirty-two courses (including the sixteen courses required for admission) and all courses prescribed in the program of study. Of the courses required for graduation, no more than two courses with *D* grades will be accepted.

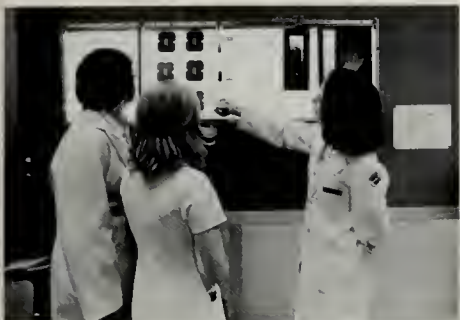
Residence Requirements. At least sixteen semester-courses must be completed satisfactorily at Duke. This must include the final four semesters.

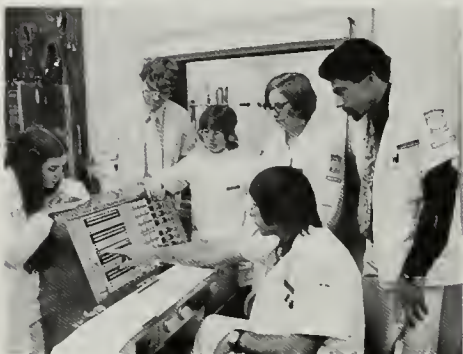
Commencement

Graduation exercises are held once a year in May, when degrees are conferred on, and diplomas issued to those who have completed requirements by the end of the spring semester. Those who complete degree requirements by the end of the fall semester or the end of a summer term become eligible to receive diplomas dated 1 September or 30 December, respectively. There is a delay of about one month in the mailing of September and December diplomas because the diplomas are mailed after final approval by the Academic Council and the Board of Trustees. Any persons who receive diplomas dated 1 September or 30 December may return for the commencement weekend and participate in the graduation exercises in May following the date of the diploma.

Eligibility for Academic Honors

To determine eligibility for academic honors, only letter grades earned at Duke, with the exception of the *P* (pass) grade, enter into the calculation of the average.





Dean's List. In recognition of academic achievement, juniors who carry a normal academic load and earn a *B* average or higher in the two semesters of an academic year are placed on the Dean's List if six semester-courses are presented in which grades other than *P* have been awarded and there has been no incomplete or failing grade within the academic year.

Class Honors. Students in the junior year who carry a normal academic load and earn a *B+* average on all work for the year are eligible for class honors provided that six semester-courses are presented in which grades other than *P* have been awarded and there has been no incomplete or failing grade within the academic year.

Graduation Honors. Full-time or part-time students who earn the following averages for all work taken at Duke are graduated with honors: a *B* average earns a degree *cum laude*; a *B+* average earns a degree *magna cum laude*, and an average of *A* or above earns a degree *summa cum laude*.

Course Information

The unit of credit for academic work is the semester-course. Double-courses and half-courses are recognized.

Transfer Credit. Duke credit may be granted for course work satisfactorily completed at other regionally accredited, degree-granting institutions. Courses in which grades of less than *C-* have been earned are not accepted for transfer credit. Semester-course credit awarded at Duke for satisfactorily completed courses cannot, of course, be directly equated with semester-hour or quarter-hour credits. A semester's work accepted as a normal course load by the other institution transfers as a block of four course units at Duke, provided the courses taken at the other institution are acceptable by Duke as Duke course equivalents or electives. Ordinarily, transfer students will not be awarded more than four course units for one semester's work unless they have satisfactorily completed more than the normal course load at the institution from which they transferred. All courses approved for transfer credit are listed on the student's permanent record at Duke (unless the student has received a degree) but grades earned in such courses are not recorded. Courses taken at other institutions are evaluated by the Medical Center registrar.

Students who transfer to Duke may receive credit for a maximum of two years of work at other institutions of approved standing. No credit is given for work completed by correspondence, and credit for no more than two semester-courses is allowed for extension courses.

Course Load and Eligibility for Courses. The normal and expected course load each semester is four to five semester-courses. To take fewer than four or more than five semester-courses in any semester, a student must have the approval of the program director and the associate dean for Allied Health Education. No student, however, may take more than six courses in any semester.

Course Audit. With the written consent of the instructor and the program director, a full-time degree student is allowed to audit one or more courses in addition to the normal program. After the first two weeks of classes in any semester, no student classified as an auditor in a particular course may take the course for credit, and no student taking a course for credit may change classification to an auditor. A student may not repeat for credit any course previously audited. Auditors submit no daily work, take no examinations, and receive no credit for courses.

Course Changes After Classes Begin. Students, with the approval of the program director, may drop and add courses during the first two weeks of classes. Courses added during the second week of classes require, in addition, the approval of the appropriate instructor.

Students may drop a course without penalty until the time midsemester grades are assigned if they are clearly carrying a course overload. Factors such as poor health or necessary outside work are also considered in permitting withdrawal from courses without penalty. A *W* is entered on the permanent record in lieu of a grade in all cases where withdrawal without penalty is approved. After the time limit has expired, withdrawal from any course will ordinarily result in a grade of *F*. Courses discontinued prior to midsemester without approval will also be assigned an *F*.

Class Attendance and Excused Absences

Responsibility for class attendance rests with the individual student. Students are expected to attend classes regularly and punctually and must accept the consequences of failure to attend. An instructor is privileged to refer students to the associate dean for Allied Health Education for suitable action if, in the opinion of the instructor, their work or that of the class suffers because of absences. When excessive absences result in a student's failure to carry a normal course load, the associate dean for Allied Health Education, after a conference with the student, will determine whether the student may continue enrollment in the college.

Absences from required classes and tests ordinarily are excused only for illnesses certified by a proper medical official of the University, and for authorized representation of the University in out-of-town events. Officials in charge of groups representing the University in such events are required to submit names of students to be excused to the Office of the Associate Dean for Allied Health Education forty-eight hours before absences are to begin.

Final Examinations and Excused Absences

Customarily, an examination is the final exercise in an undergraduate course, but it is understood that not all courses profit from this process. Therefore, unless departmental policy stipulates otherwise, the conduct of the final exercise is determined by the instructor, except that a final written examination may not exceed three hours in length and a final take-home examination may not require more than three hours in the actual writing.

Absences from final examinations are excused by the associate dean for Allied Health Education only in exceptional circumstances, such as illness certified by a medical official of the University or other conditions beyond the control of the student. A student who misses a final examination must notify the Office of the Associate Dean for Allied Health Education within forty-eight hours after the scheduled time of the examination. Failure to so notify and to present an acceptable reason for absence from the examination will result in the student's receiving an *F* in the course.

Changes in Status

Withdrawal and Readmission. A student who wishes to withdraw from the University must give official notification to the associate dean for Allied Health Education. Withdrawals at student initiative prior to the Thanksgiving recess in the fall semester or prior to 15 April in the spring semester are coded as voluntary, and a *W* is entered in lieu of a grade for each course. Voluntary withdrawals after

these dates are permitted only in the event of emergencies beyond the control of the student.

Applications for readmission are made to the Medical Center registrar. Each application is reviewed by the admissions committee of the program to which the student applies. A decision is made on the basis of several criteria including the applicant's academic record at Duke, the prospects of completing requirements for graduation, the student's citizenship record at Duke, evidence of increasing maturity and discipline, the degree of success attendant upon activities during the time away from Duke, and finally the applicant's relative standing among the group of students applying for readmission.

Leave of Absence. A student in good standing may apply in writing to the associate dean for Allied Health Education to take a leave of absence for one or two semesters. The application must come before the end of the fall semester for a leave of absence during the spring semester, and before 15 July for a leave of absence during the fall semester. If the leave is approved, the student must keep the associate dean informed of any change of address.

Full-Time and Part-Time Degree Status. Normally, undergraduate students who are candidates for degrees are expected to enroll for a normal course load each semester. A student who needs to change from full-time status, or from part-time to full-time status, must have the approval of the program director and the associate dean for Allied Health Education. For special reasons approved by the program director and the associate dean, a full-time degree student who is qualified to continue may register in a part-time degree status for no more than two courses.

Admission

Students seeking admission to the Bachelor of Health Science degree programs must have completed two years of study at an accredited institution. In addition, they must have a minimum of sixteen course equivalents (sixty semester hours) of transferable credit including at least one course in English, three in natural science, three in social sciences or history, and one in humanities. Additional requirements are listed in the description of the program.

Other Information

Release of Student Records. No confidential information contained in student records (academic or otherwise) is released to non-University persons or to unauthorized persons on the campus without the consent of the student. Consent is evidenced by each student's signing a form which authorizes the release of personal data. The form may provide for the release of information to one or more persons or agencies only, or it may be a blanket release. Blank forms to authorize or revise the permission are available in the office of the program directors.

Identification Cards. Undergraduate students are issued two-part identification cards which they should carry at all times. The cards are the means of identification for library privileges, University health services, athletic events, and other University functions or services open to them as University students. Students will be expected to present their cards on request to any University official or employee.

The cards are not transferable, and fraudulent use may result in loss of student privileges or suspension. A student should report the loss of this card immediately to the registrar's office. The cost of a new identification card is \$5.

Financial Information



Tuition and Fees*

Estimated Expenses for an Academic Year. Certain basic expenditures such as tuition, board, and room are to be considered in preparing a student's budget. These necessary expenditures, with a reasonable amount allotted for miscellaneous items, are shown below:

Tuition	\$3,830 per year
Books, uniforms, and supplies	\$200–\$300 per year
Food	\$140 per month
Laboratory Fees	See Individual Course Requirements
Lodging	\$155 per month
Student Health Fee	\$100 for 9 months \$150 for 12 months
Student Accident and Sickness Insurance	\$89 per year (single) \$207.40 per year (married)
Miscellaneous (travel, laundry, clothing, etc.)	\$105 per month

Debts. No records are released and no students are considered by the faculty as candidates for graduation until they have settled with the bursar for all indebtedness.

Bills may be sent to parents or guardians provided the bursar has been requested in writing to do so. Failure to pay all university charges on or before the times specified by the University for that semester will bar the student from class attendance until the account is settled in full.

Registration Fees and Deposits. On notification of acceptance, baccalaureate degree students are required to pay a nonrefundable first registration fee of \$25.* Students in the Physician's Associate Program are required to make a deposit of \$75. The deposit will not be refunded to accepted applicants who fail to matriculate. For those who do matriculate, the deposit is applied to the cost of tuition.

Late Registration. Students who register in either semester at a date later than that specified by the University must pay to the bursar a fee of \$25.

Part-time Students. In the regular academic year, students who register for no more than two courses in a semester are classified as part-time students. Part-

*These are estimated figures only. Tuition and fees are subject to change without notice.

time students are charged at the following rates: One course, \$479; half-course, \$239.50; quarter-course, \$119.75; one course plus laboratory or preceptorship, \$638. Registration for more than two courses requires payment of full tuition. Graduate students registered for undergraduate courses will be assessed three units for nonlaboratory courses and four units for laboratory courses. Nondegree men and women beyond usual college age who are on review for admission to degree programs, as designated by the Office of Continuing Education, pay fees by the course whether the course load is one, two, or three courses.

Auditors. Auditing of one or more courses without charge is allowed students paying full fees, provided that the consent of the instructor is obtained. In 1977-78 students who were enrolled for one or two courses could audit other courses by payment of \$40 for each course audited. With the consent of the appropriate instructor and the registrar, graduates of Duke could audit undergraduate courses for \$40 each course.

Duke Employees. Full-time employees with one or more years of service with the University may request permission to take for credit or audit up to two courses during any one semester. Permission may be granted based on the individual merits and circumstances of each application. Employees receiving permission to take such courses for credit will be charged one-half of the tuition rate for part-time students as shown above. Courses may be audited free. Employees are required to submit a formal application by 1 December or 15 July.

Fees for Transcripts. Requests for transcripts of academic records should be directed to the Office of the Medical Center Registrar. A minimum fee of \$2, payable in advance, is charged for a single copy.

Student Health Fee. All regular full-time undergraduate students (those registered for three courses or more) and all regular full-time graduate and professional school students (those registered for nine units or more and for three units if the preliminary examination has been passed) are required to pay a health fee that is nonrefundable after the first day of classes in the semester. The only exceptions to this requirement are the following reasons: (1) if the student is covered by a spouse's or parents' Duke University employee Blue Cross-Blue Shield insurance or (2) if, as a veteran, the student is eligible for and elects to use the V.A. Hospital services. A waiver form will be provided and must be completed and returned with the payment of tuition if the student elects to waive the fee for the aforementioned two reasons.

The student health fee entitles the student to outpatient treatment through the Student Health Service or inpatient treatment in the East Campus Infirmary. The health fee is not to be confused with the Duke Student Accident and Sickness Insurance (the premium for this insurance is minimized due to the existence of the Student Health Services) which covers a large number of medical costs above and beyond the treatment available through the Student Health Services. The identification of a separate student health fee in no way changes the policy concerning the Student Accident and Sickness Insurance. A Student Health brochure will be distributed at the time the semester enrollment card is picked up at the beginning of the term.

Student Accident and Sickness Insurance. At time of matriculation, students must provide proof of coverage under an accident and sickness insurance policy or purchase the Duke Student Accident and Sickness Insurance policy. This insurance policy provides protection twenty-four hours per day during the twelve-month term of the policy of each student insured. Students are covered on and off the campus, at home, or while traveling between home and school and during interim vacation periods.

Refunds

If a student withdraws, tuition is refunded according to the following schedule:

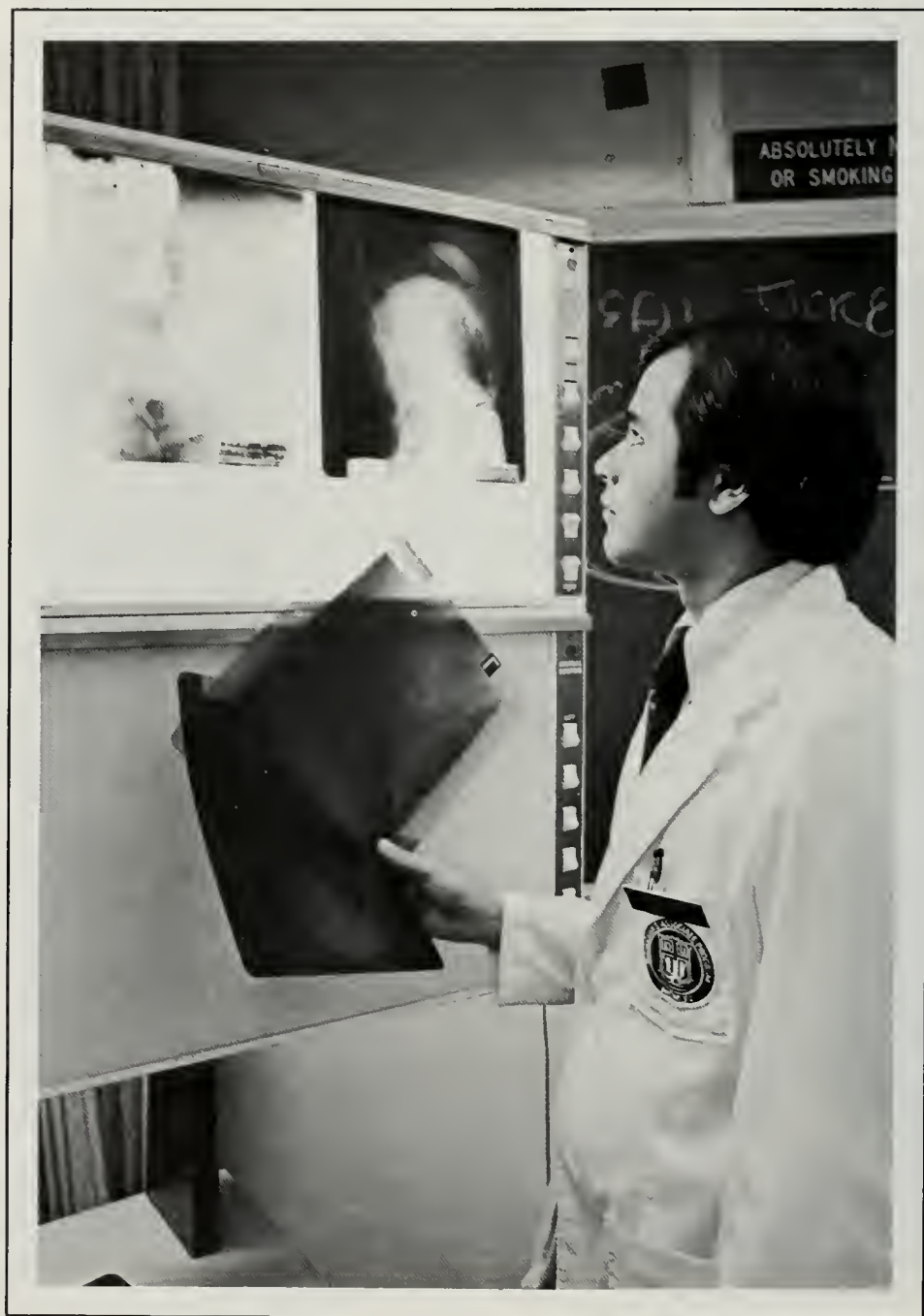
<i>Withdrawal from Baccalaureate Programs</i>	<i>Refund</i>
Before classes begin	Full amount
During first or second week	80%
During third to fifth week	60%
During sixth week	20%
After sixth week	None

<i>Withdrawal from Certificate Programs*</i>	<i>Refund</i>
Before classes begin	Full amount
During first week	80%
After first week of classes	None

*Course fees for students in certificate programs are payable on a yearly basis unless prior arrangements are made with the associate dean for Allied Health Education.



Bachelor of Health Science Degree Programs



Duke University Medical Center awards a Bachelor of Health Science degree to students who complete either the Medical Technology, Pathologist's Assistant, or Physician's Associate program.

Medical Technology

ADMINISTRATION

Chairman, Department of Pathology: Robert B. Jennings, M.D., *Professor of Pathology*
Medical Director, Medical Technology Program: Frances K. Widmann, M.D., *Associate Professor of Pathology*

Program Director, Medical Technology Program: Margaret C. Schmidt, MT(ASCP), M.A.T.,
Associate in Pathology

Education Coordinators, Medical Technology Program: Cynthia L. Wells, MT(ASCP), B.S.; Linda H. Lunn, MT(ASCP), B.S.; Roberta S. Jacobs, MT(ASCP) B.S.

Program Instructor, Medical Technology Program: Iris W. Long, MT(ASCP), B.S.

FACULTY MEMBERS

Associate Professors: Dolph Klein, Ph.D.; Peter Zwadyk, Ph.D.

Assistant Professors: Peter H. Anderson, Ph.D.; William H. Briner, B.S.; Robert L. Habig, Ph.D.

Associates: John A. Bittikofer, Ph.D.; Philip A. McHale, Ph.D.; Frederick Bruno, M.S.

Instructors: Edwin M. Bumgarner, MT(ASCP), M.P.H.; Ardell M. Proctor, MT(ASCP), M.S.; Robert F. Wilderman, SC(ASCP), M.S.

Clinical Teaching Staff: Pamela Brown, MT(ASCP), Carol Burns, MT(ASCP); John Carr, B.S.; Betty R. Crews, MT(ASCP); Jean T. Crute, MT(ASCP); Anne L. Finch, MT(ASCP); Robert L. Hoover, B.S.; Miriam Marshall, MT; Irene A. Wyatt, MT(ASCP); Lydia Tiosejo, MT(ASCP), M.S.; Sarah Lunsford, MT(ASCP), SM, B.S.

Program of Study. The Medical Technology Program is a two-year baccalaureate program with courses taught during the academic year. Term one of the junior year consists of four required courses; term two consists of three required courses, and one elective course. Selection of the elective course will depend on transfer credits accepted by Duke University Medical Center toward the B.H.S. degree and requirements of the National Accrediting Agency for Clinical Laboratory Sciences. The senior year is spent in didactic courses and student and clinical laboratories of Duke University Medical Center facilities. Upon successful completion of this two-year program, the student is awarded the B.H.S. degree, and a certificate in medical technology.

Curriculum. Students must complete the following:

Junior Year

<i>Fall semester</i>		<i>Course weight</i>
PTH 107	Human Pathology	1
PTH 112	Instrumentation	1
PTH 121	Blood and Body Fluids	1
PHS 102	Basic Human Physiology	1
<i>Spring semester</i>		<i>Course weight</i>
PTH 114	Medical Chemistry	1
PTH 120	Immunology and Immunohematology	1
PTH 132	Medical Microbiology	1
*Elective		1

Senior Year

<i>Fall semester</i>		<i>Course weight</i>
PTH 122	Parasitology	½
PTH 123	Mycology	½
PTH 126	Laboratory Supervision and Management	1
PTH 151	Clinical Microbiology	½
PTH 153	Clinical Immunology-Serology	½
PTH 155	Clinical Blood and Body Fluids	½
PTH 157	Clinical Chemistry	½
<i>Spring semester</i>		<i>Course weight</i>
CFM 110	Medical Uses of Computers	1
PTH 124	Educational Techniques for the Health Professional and Seminar	1
PTH 152	Clinical Microbiology	½
PTH 154	Clinical Immunology-Serology	½
PTH 156	Clinical Blood and Body Fluids	½
PTH 158	Clinical Chemistry	½

*Elective courses may be selected from the undergraduate level courses (See *Bulletin of Duke University, Undergraduate Instruction*)

The above curriculum provides sixteen course credits in the junior and senior years and should satisfy requirements for students who wish to be eligible for national certification.

Prerequisites for Admission. Applicants must satisfy the general admission requirements for the Bachelor of Health Science degree and must have earned at least a C+ average in their science courses. A total of four courses (sixteen semester or twenty-four quarter hours) is required in chemistry including at least



one course in organic chemistry. Quantitative analysis will be accepted in lieu of the second semester of organic chemistry. Four courses (sixteen semester or twenty-four quarter hours) are required in biology. If possible, one course should be in physiology and one in general bacteriology. If the applicant presents only three courses in biological science, the fourth course must be taken in the junior year. One course in college mathematics is also required. Students who meet the general B.H.S. admission requirements, but lack the additional chemistry or biology credits will be considered for admission; such deficiencies must be corrected before entrance to the senior clinical year curriculum may be granted.

Application Procedures. Applications must be submitted by 1 June of the year for which admission is requested, and must contain the following:

1. a completed Duke University Medical Center Allied Health application form, including a nonrefundable fee of \$20;
2. official transcripts from all colleges and universities or other academic institutions attended;
3. Scholastic Aptitude Test scores from the College Entrance Examination Board;
4. three letters of recommendation—one from a professor of biological sciences, one from a professor of chemistry, and one from a college adviser.

Special Expenses. Textbook and manual expenses for the first year are approximately \$175; for the second year, \$250. The cost of uniforms for the second year is approximately \$150. Courses with a laboratory may be assessed a laboratory fee of \$50 per course.

Financial Aid. A small amount of University loan funds is available, on the basis of demonstrated financial need. Please refer to the section on Student Aid.

Pathologist's Assistant

ADMINISTRATION

Chairman, Department of Pathology: Robert B. Jennings, M.D., *Professor of Pathology*
Director, Pathologist's Assistant Program: Philip C. Pratt, M.D., *Professor of Pathology*
Associate Director, Pathologist's Assistant Program: Kenneth R. Broda, Ph.D., *Associate*
Assistant Associate Director, Pathologist's Assistant Program: Gerald A. Phipps, B.S., B.H.S., P.A.

FACULTY ADVISORY BOARD

Professors: Donald B. Hackel, M.D.; Robert B. Jennings, M.D.; William W. Johnston, M.D.; Philip C. Pratt, M.D.; Joachim R. Sommer, M.D.; F. Stephen Vogel, M.D.
Associate Professor: Dolph O. Adams, M.D., Ph.D.

FACULTY

Associate Professors: Frances K. Widmann, M.D.; Peter Zwadyk, Ph.D.
Assistant Professors: Robin Vollmer, M.D.; Jane Gaede, M.D.
Associates: J. Phillip Pickett, H.T.(ASCP); Margaret C. Schmidt, MT(ASCP), M.A.T.; Philip A. McHale, Ph.D.
Page Hudson, M.D., *Chief Medical Examiner, State of North Carolina and Professor of Pathology, University of North Carolina Medical Center.*
Instructors: Ronald L. Mitchell, A.B.A., *Chief Medical Media Production Service, V.A. Hospital;*
Cynthia L. Wells, MT(ASCP), B.S.; Roberta S. Jacobs, MT(ASCP), B.S.; Linda H. Lunn, MT(ASCP), B.S.; Nathan A. Brinn, HT(ASCP), B.S.; James G. Lewis, B.H.S., P.A.

The Pathologist's Assistant Program is designed to meet the growing need for trained personnel to assist the anatomic pathologist in the areas of surgical and autopsy pathology including histopathology and medical photography. The Duke Pathologist's Assistant Program was the first program to educate such individuals, and the acceptance of Duke graduates by the medical community has led to the development of many similar programs. Upon completion of the program,

students will have acquired knowledge and skills which will permit them to fill important roles in academic, forensic, or private pathology environments.

Program of Study. The program is two calendar years in duration and includes four semesters of practical and academic training and two successive three and one-half month summer externships. The externships, consisting of practical training in autopsy pathology, surgical pathology, forensic pathology, and histopathology, are conducted principally within the Department of Pathology, although a limited number of externships are available in affiliated hospitals. Upon successful completion, the Bachelor of Health Science degree and a certificate of achievement are awarded.

Curriculum. Students must complete the following:

Junior Year

<i>Fall semester</i>		<i>Course Weight</i>
ANA 101	Human Anatomy	1
PHS 102	Basic Human Physiology	1
PTH 102	Histologic Technique and Interpretation	1
PTH 121	Blood and Body Fluids	1
PTH 107	Human Pathology	1
<i>Spring semester</i>		<i>Course Weight</i>
PTH 200	Pathology	2
PTH 160	Autopsy Technology	1½
PTH 161	Medical Photographic Technology	1

Senior Year

<i>Fall semester</i>		<i>Course Weight</i>
PTH 110	Systemic Pathology	½
PTH 165	Surgical Pathology	1½
PTH 167	Autopsy Practicum	1½
PTH 183	Special Autopsy Techniques and Procedures	1
<i>Spring semester</i>		<i>Course Weight</i>
PTH 111	Systemic Pathology	½
PTH 164	Clinical Diagnostic Methods	1
MIC 101	Introductory Microbiology	½
PTH 166	Surgical Pathology	½
PTH 196	Student Autopsy Seminar	½
Elective*		1

*Electives may be chosen from courses offered by the Department of Pathology or from undergraduate junior or senior level courses approved by the department.

In addition to B.H.S. requirements, practical rotations during the summers are required for certification.

Prerequisites for Admission. Applicants must satisfy the general admission requirements for the Bachelor of Health Science degree. Selection is based on the applicant's academic record, test scores, experiences, and evidence of general aptitude and capability as indicated by the letters of recommendation. The Pathologist's Assistant Program does not require patient contact experience and accepts applicants who do not have past health-related experience.

Application Procedures. Applications must be completed by 1 May of the year for which admission is requested and must contain the following:

1. a completed Duke University Medical Center Allied Health application form, including a nonrefundable fee of \$20;

2. official transcripts from the armed forces and all high schools, colleges, or other academic institutions attended;
3. Scholastic Aptitude Test (SAT) scores from the College Entrance Examination Board; and
4. three letters of recommendation—one from a science professor and the remaining from individuals who have knowledge of the student's professional or educational qualifications.

All applicants will be notified by 1 June regarding admission to the program. Requests for further information and application forms should be directed to the Director, Pathologist's Assistant Program, Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

Special Expenses. Books, automobile registration, health insurance, and uniforms will cost approximately \$250.

Financial Aid. Those students demonstrating need may be eligible for student loans and scholarships explained in the section on student aid.



Physician's Associate

PHYSICIAN'S ASSOCIATE PROGRAM ADMINISTRATION

Chairman: E. Harvey Estes, Jr., M.D., *Department of Community and Family Medicine*

Program Director: Michael Hamilton, M.D., *Chief of Division for Health Team Development and Assistant Professor of Community and Family Medicine*

Associate Director: Reginald D. Carter, Ph.D., *Assistant Professor of Community and Family Medicine*

Assistant Director of Education: Valerie Staples, B.A., R.P.A./C, *Associate in Community and Family Medicine*

Surgical Coordinator: Paul S. Toth, B.S., R.P.A./C

Clinical Coordinators: Joyce Nichols, R.P.A./C; Kae Enright, B.H.S., R.P.A./C; Pierce Lewis, B.S., R.P.A./C

Student Counselors: Leaf Diamant, M.A. and Joe Kertesz, M.A.

TEACHING STAFF AND FACULTY

Reginald Carter, Ph.D., *Physiology*; Philip McHale, Ph.D., *Physiology*; Frances Widmann, M.D., *Pathology*; Mohamed Abou Donia, M.D., *Pharmacology*; Margaret Schmidt, MT(ASCP), M.A.T., *Laboratory Science*; Donald Calbreath, Ph.D., *Clinical Chemistry*; Suydam Osterhout, M.D., *Microbiology*; Thomas T. Thompson, M.D., *Radiology*; Dave Benditt, M.D., *Electrocardiography*; William Leppe, M.D. and Michael Hamilton, M.D., *Patient Assessment and Physical Diagnosis*; James Kelly, M.D., *Internal Medicine and Therapeutics*; Patrick Kenan, M.D., *Surgery*; Henderson Rourke, M.D., *Pediatrics*; Arthur Christakis, M.D., *Obstetrics and Gynecology*; William Kane, M.D., *Family Medicine*; Robert Thompson, Ph.D., *Behavioral Science*; Leaf Diamant, M.A. and Joe Kertesz, M.A., *Communicative and Interactive Skills*; Nancy Woods, R.N., M.S., *Human Sexuality and Behavioral Science*; E. Harvey Estes, Jr., M.D., *Community Medicine and Internal Medicine*; Valerie Staples, R.P.A./C, *Community Medicine*; Robert Sullivan, M.D., *Community Medicine and Medical Record System*; Mr. James Bernstein, *Community Medicine and Health System*; David Hunter, M.P.H., *Community Medicine and Health System*.

In addition to the above, the program calls upon teaching resources made available through the Medical Center faculty and affiliated community practitioners.

ADVISORY COMMITTEE TO THE PHYSICIAN'S ASSOCIATE PROGRAM

The Advisory Committee to the Physician's Associate Program meets twice yearly to review and advise the program's administration concerning broad goals of the program. This committee consists of Duke faculty, community practitioners, nurses and nurse practitioners, health care consumers, health planners, and P.A. students and graduates.

In 1965 Duke University Medical Center began an innovative program designed to prepare highly educated and well trained assistants for physicians. The program originated when clinicians at the Medical Center realized that they could enhance their productivity by safely and effectively delegating many of their tasks and responsibilities to nonphysicians, primarily exmilitary corpsmen with previous health-related education and experience. Dr. Eugene A. Stead, Jr., then chairman of the Department of Medicine at Duke, recognized the potential of the corpsmen experience and concluded that paramedical personnel might be trained to provide primary health care under the supervision of a physician. In developing the Department of Community and Family Medicine, Dr. E. Harvey Estes, Jr. hoped the midlevel practitioners might help increase consumer access to health services, and extend the time and skills of the physician in providing competent, sensitive, and comprehensive health care.

The physician's associate possesses a broad understanding of medicine and health care. Men and women are chosen for the program on the basis of their humanistic perspective, demonstrated commitment to providing health care, and their academic potential.

On completion of the two-year program, graduates are prepared to assist in the evaluation and management of common health problems, including both acute self-limited problems and chronic illnesses such as hypertension and diabetes. Recognizing the intrinsic relationship between emotional and physical health, the program stresses competence in the exploration of psychosocial concerns. Gradu-

ates are expected to have a basic fund of knowledge pertaining to health needs of infants and children, young and middle-aged adults, and geriatric patients. Physician associates also provide patient care services such as diagnostic and therapeutic procedures, wound suturing, cast application, and basic laboratory procedures.

Upon successful completion of the program, Duke University Medical Center awards the student a Bachelor of Health Sciences degree and a Physician's Associate Certificate.

Program of Study. The curriculum is twenty-four consecutive months in duration and is designed to provide an understanding of the rationale for skills used in physical diagnosis and problem assessment. It focuses primarily upon the common problems seen in ambulatory care settings, so that the student is able to utilize and understand the various diagnostic, therapeutic, and supportive measures used by the primary care physician. The first nine months are devoted to the basic medical and behavioral sciences and the remaining fifteen months to clinical training in a variety of practice settings. The rigorous curriculum requires people who have had college level education and experience in a health-related discipline.

The preclinical curriculum is integrated in such a way as to introduce the student to medical sciences as they relate to clinical problems. Learning strategies include self-instructional packages, teaching patients, lectures, seminars, laboratories, and small-group encounters. Clinical medicine and patient evaluation are taught using the problem-oriented medical record format. The psychosocial aspects of clinical practice are emphasized as well as the physical aspects of disease processes.

As part of the clinical practicum students are required to take rotations in inpatient medicine, surgery/emergency services, family medicine, pediatrics, and obstetrics/gynecology. The final ten weeks of clinical training is spent away from Duke in a primary care setting.

Because the clinical teaching is carried out in many practice settings, students should plan on being away from the Durham area for part of their clinical experience.

Curriculum. Before proceeding into the clinical phase of the curriculum, students must satisfactorily complete the following:

Preclinical Schedule

<i>Fall semester</i>		<i>Course weight</i>
CFM 103	Medical Science for Clinical Practice I	2
MED 110	Patient Evaluation I	1
ANA 103	Functional Human Anatomy	½
PTH 115	Laboratory Procedures	1
CFM 101	Perspectives on Health	1
		<hr/> 5½
<i>Spring semester</i>		<i>Course weight</i>
CFM 104	Medical Science for Clinical Practice II	1½
MED 111	Patient Evaluation II	½
ANA 104	Functional Human Anatomy	½
MIC 101	Introductory Microbiology	½
RAD 101	Introductory Radiology and Electrocardiography	½
SUR 101	Basic Surgical Principles	1
CFM 105	Human Growth and Development	1
		<hr/> 5½



After satisfactory completion of all basic science courses, students must complete the following:

Clinical Schedule

General Medical Inpatient Service	2 courses	8 weeks
General Surgical Outpatient/Emergency Service	2 courses	8 weeks
Obstetrics and Gynecology	1 course	4 weeks
Pediatrics	1 course	4 weeks
Family Medicine	1 course	4 weeks
One elective course required for B.H.S. * degree	<u>1 course</u>	<u>4 weeks</u>
	8 courses	32 weeks

*This elective may be a clinical or may be taken in any area related to health care—i.e., four-week tutorial in medical sociology or anthropology

In addition to the above courses required for the B.H.S. degree, students must complete:

Four elective courses required for certificate	16 weeks
	Subtotal: 48 weeks
Primary Care Preceptorship†	<u>10 weeks</u>
	Total: 58 weeks

†This rotation is taken only during the summer of the last year

Prerequisites for Admission. Applicants must have met all the requirements for transfer students to Duke University and must have taken an acceptable college level course in chemistry and biology. Students must have a minimum of 2,000 hours (one full year) in a health field involving direct patient contact. Experience gained as a nurse, patient care assistant, medical corpsman, medical technologist, inhalation or physical therapist, or in other related fields fulfill this requirement.

Application Procedures. Applications must be submitted by 15 January of the year for which admission is requested and must contain the following:

1. a completed Duke University Medical Center Allied Health application form, which includes a nonrefundable fee of \$20;
2. official transcripts from all colleges, or other academic institutions attended;
3. Scholastic Aptitude Test scores of the College Entrance Examination Board;* and
4. three letters of recommendation, one from an immediate supervisor, one from a physician with whom the applicant has worked, and one from an acquaintance of five or more years.

All applicants will be notified by 15 April regarding admission to the program. Requests for further information and application forms should be directed to the Director of Admissions, Physician's Associate Program, P.O. Box 2914, Duke University Medical Center, Durham, North Carolina 27710.

Special Expenses. Books for the program will cost approximately \$300, equipment \$270, and uniforms \$70.

Financial Aid. The financial aid office works closely with students to secure loans. Due to the limited amount of money available, requests are considered individually and approved on the basis of financial need. Part-time employment for students is available in many areas of the Medical Center. Frequently such employment can net students about \$100 per month and yet not jeopardize their education. Students must comply with the academic schedule and are prohibited from working more than twenty hours per week.

Courses of Instruction

Courses numbered from 150 through 189 either list specific prerequisites or have as prerequisite the completion of the junior year in one of the programs.

Double numbers separated by a hyphen indicate that the course is a year course and must normally be continued throughout the year if credit is to be received.

ANATOMY

ANA 101. Basic Human Anatomy. A lecture-laboratory discussion course that examines human morphology and the fundamental relationships among the neurologic, musculoskeletal, cardiovascular, gastrointestinal, respiratory, renal, and reproductive systems. The course includes cadaveric presentations of every major region of the human body. Intended primarily for students in allied health programs. One course. *Hylander and Staff*

ANA 103-104. Functional Human Anatomy. Through lectures, laboratories, videotape demonstrations, and cadaveric presentations, students are able to identify human morphological structures and describe the fundamental relationships that exist among the musculoskeletal, articular, cardiovascular, gastrointestinal, respiratory, renal, reproductive, and neurological systems. Application of anatomical principles to interpretation of clinical signs and events is emphasized as well as the use of anatomical landmarks in the examination of various body regions. Students are encouraged to develop an anatomical vocabulary suitable for communicating clinical observations to other health professionals. The course is

*These scores may be waived should the applicant possess a baccalaureate degree.

taught jointly by the Departments of Surgery and Anatomy. One course.
Bassett, Toth, and Staff

COMMUNITY AND FAMILY MEDICINE

CFM 101. Perspectives on Health. An overview of factors which impact the planning, delivery, and utilization of health care services. Issues considered include cultural expectations, behavioral characteristics of illness, political and economic implications of health policy, epidemiological methods, distribution of resources, and ordering of priorities. Research and techniques of health education and preventive medicine are discussed as part of a critique of the present acute care, specialty oriented system. One course. *Staples and Staff*

CFM 103-104. Medical Sciences for Clinical Practice. A system of self-instructional tutorials, enrichment sessions, and clinical correlations provide the student an opportunity to learn the rationale underlying the delineation and management of common clinical problems seen by primary care practitioners. Presentations in anatomy, physiology, biochemistry, pathology, and pharmacology are unified and integrated with clinical medicine, using an organ systems approach. The course provides the student with an interesting, intelligent, and pragmatic account of modern concepts in medicine and medical sciences. Three and one-half courses. *Carter, Hamilton, and Staff*

CFM 105. Human Growth and Development. This course explores developmental trends pertinent to various life stages. Special attention is paid to infancy and early childhood, adolescence, family dynamics, sexual and marital health, aging, and death and dying. The class will involve lectures, small group discussions, and readings. Emphasis will be placed on the impact of stresses common to various life stages on the total health of individuals and families. One course. *Diamant, Staples, and Staff*

CFM 110. Medical Applications of Computers. This lecture and demonstration course will introduce the student to the use of digital computers in a medical center. The general operating principles of computer systems will be presented with some specific examples of programming techniques. Ongoing medicine and medicine-related projects within the Duke Medical Center-Veterans Hospital complex will be demonstrated; specific emphasis will be placed on the application of computer techniques to the clinical laboratory. One course. *McHale and Lunn*

CFM 150. General Community Medicine. During this rotation students spend time with physicians in community practice, observing and participating in both office-based and hospital care. Students gain experience in doing both problem-specific and complete evaluations and through follow-up visits have an opportunity to monitor the results of therapy. Students learn to appreciate the impact of a patient's total environment on their health status. One or two courses. *Staff*

CFM 151. Family Practice. A four-, or eight-week clinical experience surveying the components of family practice, including emotional conflicts and interpersonal relationships with the patient and other members of the family unit. Through experience in interviewing and examining patients, the student is exposed to the multifaceted approach of understanding and treating physiologic and sociologic components of disease processes. In this situation, an understanding of the common diseases treated by primary care practitioners and the aspects of the unique relationship a physician's associate experiences with private patients, their physician, and other health team members is developed. One or two courses. *Kane and Staff*

CFM 180. Primary Care Preceptorship. This rotation is required of all students during the final ten weeks of their training and provides a transition between the role of the student and graduate physician's associate. Students are encouraged to select a preceptor in the area of their anticipated employment and, during this extended period of time, to explore the tasks and team aspects of functioning as a midlevel practitioner. Students will provide health services consonant with their backgrounds, clinical experiences, and the needs of the particular practice setting. Required for certificate. Two and one-half courses. *Estes, Hamilton, and Staff*

CFM 191. Independent Study. This special four-week course enables students to select individually with program administrators a series of objectives and to develop a program that can reasonably be expected to achieve those objectives. One course. *Estes, Hamilton, and Staff*

MEDICINE

MED 110-111. Patient Assessment and Interactive Skills. The general assessment of patients using skills of interviewing, history-taking, and physical examination are taught through a sequence of learning experiences including lectures, demonstrations, and simulated patient encounters. Students assess and develop their interviewing and interactive skills through communication exercises and attitude and value exploration. Students meet in groups of five with one clinical instructor for bedside experience in obtaining a meaningful data base. They are taught how to record patient data using the problem-oriented medical record format and how to present such information to the supervising physician. One and one-half course. *Hamilton, Diamant, Kertesz, Staples, Enright, Nichols, and Staff*

MED 150. Inpatient Medicine. An eight-week full-time required clinical rotation in which the student learns to apply basic medical knowledge to the problems and situations encountered on an inpatient service. By collecting a data base, formulating a complete problem list, participating in daily rounds, and participation in the management of patient problems, the student develops an awareness and understanding of the multiple aspects of disease processes and becomes familiar with therapeutic regimen and dispositions relative to specific disease states. The student will present the data base of each new patient to the supervising physician or attending rounding physician in a coherent, concise fashion. Two courses. *Staff*

MED 151. Outpatient Medicine. During this rotation, the student learns to apply basic medical knowledge to the common problems and situations encountered on an outpatient/emergency service. Experience may include long-term follow-up of patients with chronic disease, emergency triage and management, and evaluation of acute self-limited problems. This rotation occurs in an institutional as opposed to a private setting. One or two courses. *Staff*

MED 152. Intensive Care. A four-week rotation that acquaints the student with the acute and intensive care required for patients who have undergone major and complex surgical procedures, suffered massive and severe trauma, cardiorespiratory collapse, or other life-threatening medical crises. Emphasis is placed on ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance under resident physician supervision. One course. *Staff*

MED 153. Cardiology. During the rotation students will become familiar with the presentation, evaluation, and management of cardiovascular disorders, including acute and chronic problems. Students will gain experience performing

the medical history and physical examination and will learn appropriate diagnostic procedures and therapeutic regimens, including drug therapy, alterations in life patterns (smoking, diet, exercise, etc.), and surgical intervention. One or two courses. *Cardiology Staff*

MED 155. Endocrinology. A four- or eight-week rotation designed to acquaint the student with endocrinological diseases. The emphasis is placed on obtaining the defined endocrine data base and appropriate treatment of the disease. Students attend all daily rounds and conferences while on the service. They are taught the indications, limitations, and methods of performing diagnostic procedures including: glucose, tolbutamide, and arginine tolerance tests; thyroid function tests; and urinary steroid determinations. Students help educate patients with endocrine diseases about their disease processes, diagnostic evaluations, and therapies. One or two courses. *Endocrinology Staff*

MED 156. Gastroenterology. During this four- or eight-week rotation students study the diagnosis, pathophysiology, and essentials of therapy of various gastroenterologic problems. They learn to perform and interpret the following diagnostic procedures: nasogastric intubations and gastric analyses (both with and without fluoroscopy), secretin tests, rectal and small bowel biopsies, proctoscopies, sigmoidoscopies, and gastroscopies. They also learn to care for endoscopic and biopsy instruments and biopsy specimens. One or two courses. *Gastroenterology Staff*

MED 157. Hematology-Oncology. During this four- or eight-week rotation the students become familiar with the presentation of hematologic and oncologic problems, including many which are serious and life-threatening. A major objective for the student will be learning to relate supportively to the feelings and needs of terminally ill patients. The student will also gain experience with various diagnostic procedures, including white cell differential, bone marrow aspiration, lumbar puncture, paracentesis and thoracentesis. Students will become familiar with the principles of blood transfusion. One or two courses. *Hematology Staff*

MED 159. Allergy and Respiratory Disease. A four- or eight-week rotation that provides an indepth exposure to patients with respiratory and allergic conditions. The problems encountered by patients who have respiratory ailments are studied in detail as are the associated special history and physical examination techniques and diagnostic and therapeutic procedures (including allergy skin testing, eosinophilic nasal smear counts, sputum evaluation, chest X-ray, and ventilatory therapy). The student participates in daily rounds and teaching conferences on respiratory diseases and gains a knowledge of the therapeutic regimen, their indications, availability, reliability, and limitations in the treatment of respiratory and allergic diseases. One or two courses. *Pulmonary Staff*

MED 160. Nephrology. During this four- or eight-week rotation, the student learns to gather and record information in a problem-oriented manner about patients with renal and hypertensive diseases. The student becomes able to recognize the effects of disease, therapy, and education on the patient's course and plays a major role in patient education. The fundamentals of renal function, urinalysis, radiography of the chest, urinary system and bones, and the principle of dialysis are covered. One or two courses. *Nephrology Staff*

MED 161. Neurology. On this rotation, students learn about the presentation, evaluation, and management of patients with neurologic problems. The student develops an understanding of specialized history and physical techniques and diagnostic procedures, including electroencephalography, brain scan studies, pneumoencephalography, and central nervous system radiologic studies. Students

also learn to relate supportively to patients whose symptoms may be frightening and/or have a serious prognosis. One or two courses. *Neurology Staff*

MED 162. Rheumatology. This course provides the student with an indepth exposure to rheumatologic disease. Students gain insight into the psychosocial adjustments necessitated by chronic, potentially disabling disease. Students also gain familiarity with diagnostic procedures, therapeutic regimens, and learn how to do a meticulous and thorough joint examination. One or two courses. *Rheumatic and Genetic Diseases Staff*

MED 163. Dermatology. During this rotation students gain familiarity with major classes of dermatologic diseases, ranging from acute self-limited problems to malignant conditions. Sensitivity to the negative effects of cosmetic disfigurement is stressed. Students gain experience with common diagnostic procedures and courses of treatment. One or two courses. *Tindall and Dermatology Staff*

MED 165. Clinical Infectious Disease. During this four-week rotation, the student learns to approach patients presenting with infectious diseases, to gather a data base from them, and to understand the manifestations of the illnesses and the rationale for therapy. One course. *Staff*

MED 191. Independent Study. This course is intended to allow students with particular interests in an area of internal medicine to structure a need-specific learning experience. Independent studies are arranged with the program staff and appropriate clinical faculty. One or two courses. *Staff*

MICROBIOLOGY

MIC 101. Introductory Microbiology. An introduction to diagnostic microbiology covering such topics as microbial morphology, staining characteristics, growth requirements, diagnostic tests, and antibiotic susceptibility testing. The clinical aspects of such subjects as pyogenic cocci, gram negative sepsis and nosocomial infection, meningitis, venereal disease enteric infection, anaerobic



pathogens, tuberculosis, mycotic diseases, viral infections, and the use of antibiotics are also included. One-half course. *Osterhout*

OBSTETRICS AND GYNECOLOGY

OBG 150. Obstetrics/Gynecology. During this rotation students learn about the health, needs, and concerns of women. Students learn about pregnancy, including prenatal care and management of labor and delivery. The student is expected to be fully familiar with the normal course of pregnancy and with common complications in order to provide educated and sympathetic support for the prospective mother. Students will also gain experience with common gynecologic concerns, including cancer detection, abnormal menstruation and bleeding, infections, and sexual dysfunction. Familiarity with the effectiveness, indications, and contraindications of various forms of contraception is a further objective. One or two courses. *Staff*

OPHTHALMOLOGY

OPH 150. Ophthalmology. This is a four- or eight-week rotation reviewing the major ophthalmologic disease. Through lectures, teaching rounds, and learning special history and physical examination techniques, the student develops an expertise in determining visual fields, visual acuity, and oculotonometry. The principles of refraction and the many medical and surgical therapeutic regimens available for treating ophthalmologic disorders are included. The student is also required to participate in the routine care of ophthalmologic inpatients and outpatients. One or two courses. *Staff*

PATHOLOGY

PTH 102. Histologic Technique and Interpretation. The student is presented a wide background in tissue and cell morphology and physiology. Emphasis is placed on cellular and subcellular structures which help develop tissue types. A synopsis of current concepts of ultrastructure is related to those of light microscopy. Students learn to evaluate and interpret, under light microscopy, those features which distinguish one tissue from another. The interrelationships between cytology, histology, and organology is stressed. One course. *Broda and Phipps*

PTH 107. Human Pathology. The general categories of disease processes will be presented through specific diseases of organ systems. Diseases will be selected for presentation because they epitomize individual etiologic categories, and/or because they occur so commonly in the general patient population that it is important for the student to understand how the abnormal processes are translated into clinical events. One course. *Widmann and Staff*

PTH 110–111. Systemic Pathology. Disease processes are studied via methods and techniques utilized in organ system dissection as they pertain to autopsy pathology specimens. Clinicopathologic correlation is stressed utilizing gross and microscopic examples of disease processes, case studies, lectures, and demonstrations. One course. Prerequisites: PTH 102, 107, 200. *Staff*

PTH 112. Instrumentation. This lecture/laboratory course includes the study of the theory, techniques, operation, and mathematics necessary for the application and use of instruments in the clinical laboratory. Examples of instruments and techniques studied include spectrophotometers, flame photometers, pH and blood gas analyzers, continuous flow analyzers, discrete analyzers, chromatography, and electrophoresis. A \$50 laboratory fee is anticipated. One course. *Bittikofer, Anderson, Wilderman, and Lunn*

PTH 114. Medical Chemistry. This course deals with clinical chemistry as it relates to health and disease. Topics included are: the body as an equilibrium system; organ systems in health and diseases; and the biochemical basis for and chemistry of diagnostic tests with discussions of utility, accuracy, and quality control. One course. *Anderson and Staff*

PTH 115. Laboratory Procedures. Students develop skills for performing routine hematologic, urinary, and microbiological procedures suitable for emergency or office/clinic practice. Lectures and discussions are concerned with clinical interpretation and appropriate applications of laboratory data and physiologic derangements which frequently produce abnormal laboratory values. A \$50 laboratory fee is anticipated. One course. *Widmann, Schmidt, and Long*

PTH 120. Immunology and Immunochemistry. A lecture/laboratory course presenting the immune response, both cellular and humoral, and the primary and secondary diseases which affect these systems. Other topics include: the diagnostic and therapeutic implications of fungal, bacterial, and viral antibodies; the antigens of erythrocytes, leukocytes, and other tissue sites, and the spontaneously occurring and acquired antibodies to them; collection, processing, and storage of blood for transfusion purposes. A \$50 laboratory fee is anticipated. One course. *Widmann, Zwadyk, and Wells*

PTH 121. Blood and Body Fluids. This course will consider in lecture and laboratory sessions, primary and secondary hematologic diseases, with full consideration of clinical diagnostic procedures to identify/characterize disorders of erythrocytes, leukocytes, platelets, and hemostatic mechanisms. Physiologic alterations and clinical laboratory findings related to urine, cerebrospinal fluid, joint fluid, and effusions will be included. A \$50 laboratory fee is anticipated. One course. *Widmann, Schmidt, and Long*

PTH 122. Parasitology. Lecture/self-instructional and correlative student laboratory sessions present information on epidemiology, life cycles, and identification procedures for the more common animal parasites which infect man. A \$50 laboratory fee is anticipated. One-half course. *Bumgarner and Wells*

PTH 123. Mycology. The mycology section presents a lecture/laboratory introduction to the medically significant pathogenic fungi, including morphology, laboratory identification, etiology of disease processes, and epidemiology. Lecture and correlative student laboratory sessions present information on epidemiology, morphology, and identification procedures for the pathogenic fungi. A \$50 laboratory fee is anticipated. One-half course. *Proctor and Jacobs*

PTH 124. Educational Techniques for the Health Professional and Seminar. This course is designed to prepare the student to communicate any form of material to students, patients, peers, and other health professionals. Topics include all elements of a learning system design, such as basic principles of learning, educational taxonomy and terminology, behavioral objectives, construction of evaluation tools, and task analysis. Audiovisual aid usage and construction are treated as well. Culminating the course, each student chooses a topic and submits an entire learning system design for the topic, and presents the material in a seminar period. One course. *Schmidt, Wells, and Staff*

PTH 126. Laboratory Supervision and Management. Principles of group supervision, to include techniques of developing work patterns, designing laboratories, staffing laboratories, personnel relations, equipment evaluation and procurement, are presented. Cost analysis and inventory topics will be included. One-half of the course deals with group interpersonal relationships, and the other

half with supervisory skills and techniques necessary for successful management. One course. *Wilderman, Jacobs, and Staff*

PTH 132. Medical Microbiology. This course presents a lecture/laboratory introduction to the morphology and physiologic activities of bacteria, as well as functional aspects of viruses. Extensive consideration is given to microorganisms in the etiology of disease, the interaction of host and invader, the epidemiology of nosocomial infections, and the mechanisms of antimicrobial therapeutic agents. The laboratory sessions will develop beginning expertise in isolating and identifying common pathogenic organisms, and in the techniques required for bacterial propagation, antibacterial susceptibility assays, and environmental surveillance. A \$50 laboratory fee is anticipated. One course. *Klein, Zwadyk, Proctor, Tiasejo, and Jacobs*

PTH 151-152. Clinical Microbiology. Eight weeks of clinical education in diagnostic microbiology laboratories of both Duke and V.A. Hospitals. Prerequisites: PTH 132, PTH 122, and PTH 123 (PTH 151-152, PTH 122 and PTH 123 may be taken concurrently). A laboratory fee of \$50 is anticipated. One course. *Klein, Zwadyk, Proctor; Course Coordinator: Jacobs*

PTH 153-154. Clinical Immunology-Serology. Eight weeks of clinical education is given in techniques and applications of principles in immunohematology and serology. Prerequisite: PTH 120. A laboratory fee of \$50 is anticipated. One course. *Widmann and Zwadyk; Course Coordinator: Wells*

PTH 155-156. Clinical Blood and Body Fluids. Eight weeks of clinical education in the study of blood, urine, and body fluid elements and measurements. Recognition of hematological, coagulation, and urinary pathologies is stressed, and clinical laboratory examination techniques performed. Prerequisite: PTH 121. A laboratory fee of \$50 is anticipated. One course. *Widmann; Course Coordinator: Schmidt*

PTH 157-158. Clinical Chemistry. Eight weeks of clinical education and practical training in methodology and instrumentation in the clinical chemistry laboratories at Duke and V.A. Hospitals. Prerequisites: PTH 112 and PTH 114. A laboratory fee of \$50 is anticipated. One course. *Anderson and Bittikofer; Course Coordinator: Lunn*

PTH 160. Autopsy Technology. During this eight week on-the-job training period, students are introduced to autopsy dissection techniques and general anatomic pathology protocol. These include evisceration, organ block dissection, tissue preparation for histology, microscopic evaluation, and final protocol completion. Prerequisites: PTH 102, 107. One and one-half course. *Broda and Phipps*

PTH 161. Medical Photographic Technology. This course offers the student, via lecture and practical assignments, basic photographic theory and principles including, but not limited to, camera handling techniques, composition, exposure determination, and lighting with electronic flash. The student will be given the opportunity to become proficient in the photography of specimens both in situ and in display, and also in photomicrography. The emphasis in this course shall be on practical assignments. One course. *Mitchell and Staff*

PTH 164. Clinical Diagnostic Methods. The course is designed to instruct the student in technical and clinical laboratory procedures which are utilized in the diagnosis of disease. Emphasis is placed upon selection and interpretation, rather than the performance of the various procedures. One course. Prerequisites: PTH 107, 110, 200. *Staff*

PTH 165-166. Surgical Pathology. During this two-semester course, students are instructed in gross pathology as it pertains to surgical specimens. Gross and microscopic findings are correlated with clinical observations while the student

learns the procedural handling of selected specimens. The program of study will consist of lectures, demonstrations, and laboratory work. Two courses. Prerequisites: PTH 107, 110, 200. *Vollmer and Staff*

PTH 167. Autopsy Practicum. The course is designed as a practical rotation on the autopsy service, the student participating in necropsy dissections with the resident staff. Emphasis is placed on student participation in both the technical and academic aspects of the autopsy. Also required are attendance and participation in all departmental conferences concerning gross autopsy pathology. One and one-half courses. Prerequisites: PTH 107, 160, 200. *Adams and Lewis*

PTH 183. Special Autopsy Techniques and Procedures. The course is designed to teach the special technical skills used in modified necropsy procedures (i.e., en bloc cervical spine removal, postmortem coronary arteriography, en bloc pituitary-sella turcica). Emphasis is placed on the student becoming proficient at techniques which demonstrate or preserve various aspects of gross pathology. The program of study will include seminars, demonstrations, and preparation of museum teaching specimens. One course. Prerequisites: PTH 107, 160, 200. *Broda and Phipps*

PTH 196. Student Autopsy Seminar. Students share interesting autopsy and surgical pathology cases encountered in their practical rotations by making lecture-slide presentations to their peers. Emphasis is placed on learning through literature research and experience is provided in giving oral presentations. One-half course. Prerequisites: PTH 165, 167. *Broda and Phipps*

PTH 200. Pathology. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures consisting of broad concepts of disease processes are presented by senior faculty and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived from autopsies. Students are required to collaborate in postmortem studies and present cases in clinical-pathologic conferences under the direction of the staff. Two courses. Prerequisites: PTH 101, 102, 107. *Staff*

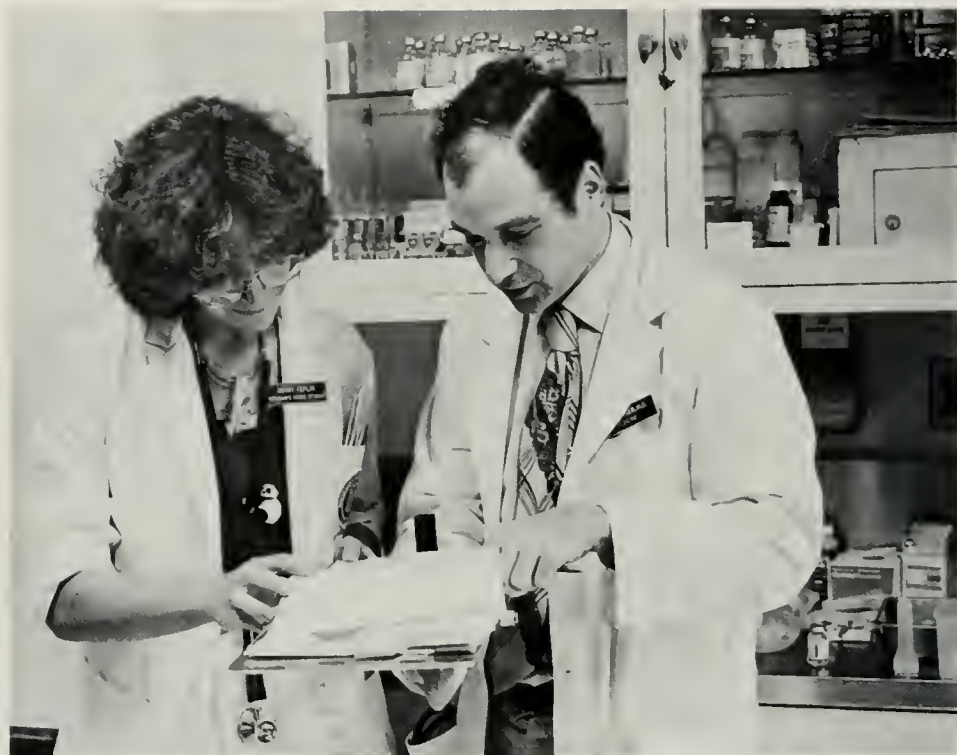
Elective Courses

Qualified senior students, in the Pathologist's Assistant Program, who have successfully completed PTH 107 and PTH 200 may choose elective classes in specialized areas of pathology with the approval of the faculty member responsible for the course. In addition, selected courses from the Medical Technology Program may be elected subject to faculty approval.

PEDIATRICS

PED 150. Community Pediatrics. The major objective of this rotation is to provide students with an overview of community pediatric practice. Students will gain familiarity with normal growth and development and developmental evaluation, pediatric preventive medicine, and evaluation and management of common childhood illnesses. Special emphasis is placed on communication skills and relating sensitively to both children and parents. Each student will spend time in the newborn nursery and be involved with hospitalized patients. One or two courses. *Rourk and Staff*

PED 152. Intensive Care. A four-week rotation that acquaints the student with the acute and intensive care required for patients who have undergone major



and complex surgical procedures, suffered massive and severe trauma involving multiple organ systems, or experienced sudden cardiorespiratory collapse or other life-threatening medical crises. Emphasis is placed on ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance under resident physician supervision. Prerequisite: PED 150. One course. *Staff*

PED 153. Pediatric Chest and Allergy. During this four- or eight-week rotation the student is taught to obtain a complete history and physical examination with emphasis on the allergy data base and the structure of the family. Students gain understanding of the impact of chronic illness on children and their families. They gain an understanding of home care programs and are able to alter them to fit a family's ability and resources. The student carries out appropriate diagnostic procedures and assesses the results for children with pulmonary disease. One or two courses. *Staff*

PED 154. Full-Term Nursery. During this four- or eight-week rotation the student learns to collect the maternal history accurately and completely; to recognize those maternal conditions imposing risks on the full-term infant; to collect samples for newborn screening laboratory exams; to examine a full-term infant and distinguish those who are abnormal from those who are normal; and to give cogent instructions to mothers and fathers regarding home care of the infant. One or two courses. *Staff*

PED 191. Independent Study. This rotation allows students with a particular interest in an area of pediatrics to construct their own need-specific learning experience. PED 191 is arranged with the program staff and appropriate clinical faculty. One or two courses. *Staff*



PHYSIOLOGY

PHS 102. Basic Human Physiology. A lecture course in which the functions of major organ and tissue systems and their contributions to total body homeostasis in health and disease are discussed. The interpretation of laboratory findings in view of known physiological parameters and the communication, using appropriate terminology, of these findings to physicians and other health care professionals as well as to the patient's family is stressed. One course. *McHale and Staff*

RADIOLOGY

RAD 101. Introductory Radiology and Electrocardiography. A review of roentgen anatomy and an introduction to the uses of radiology in the care of patients. Students learn the basic clinical concepts and develop skills in performing basic scanning and routine radiographs. Basic principles of electrocardiography are presented. Students are taught to recognize normal and common abnormal patterns. One-half course. *Thompson and Staff*

SURGERY

SUR 101. Basic Surgical Principles. An introduction to basic surgical principles and the fundamentals of aseptic technique needed in the preparation of the operative site and draping of the sterile field. Students learn the basic principles of preoperative and postoperative management. One-half course. *Kenan, Toth, and Staff*

SUR 150. General Surgery. An eight-week rotation that exposes the student to a great variety of clinical problems, crossing, at times, many so-called specialty lines. Emphasis on the gastrointestinal tract, general trauma, endocrine tumors, peripheral vascular reconstructions, congenital and pediatric surgical problems are included in this rotation. Basic surgical principles, as well as insights into many of

the surgical specialties, can be learned on this service. Preoperative diagnostic principles and postoperative management are emphasized. The most attractive feature of the rotation is the great diversity of surgical problems encountered. Two courses. *Staff*

SUR 151. Surgical Clerkship. During this eight-week required rotation students learn fundamental skills in the evaluation and management of surgical problems. Time is equally split between the emergency and outpatient services at Duke Hospital and the inpatient surgical service at Durham County General Hospital. Students participate in minor surgical procedures, including wound debridement and closure. They assist with the stabilization and management of surgical emergencies. On inpatient surgery, students perform preoperative examinations, attend operative procedures and monitor postoperative care. Two courses. *Division of General and Thoracic Surgery and Staff*

SUR 152. Intensive Care. During this experience the student learns to: recognize patients requiring intensive medical care; operate and maintain life-monitoring equipment; understand and evaluate fluid electrolyte replacement and acid-base balance; and administer cardiopulmonary resuscitation and ventilatory assistance. This experience may be gained on the respiratory care unit, medical care unit, intensive care nursery, surgical acute care unit, and in pulmonary function-inhalation therapy. One course. *Staff*

SUR 153. Cardiothoracic Surgery. During this rotation, the student learns to perform a detailed history and physical examination with special emphasis on the cardiothoracic system. With special help from the resident and senior staff and through reading, the student should be able to appreciate special diagnostic procedures such as angiograms, pulmonary function studies, etc. In the operating room, the student will assist and follow the conduct of various open-heart and other major thoracic procedures. The resident, senior staff, and student will participate in the management of complex problems such as various arrhythmias, shock, fluid and electrolyte imbalance. One course. *Cardiothoracic Surgery Staff*

SUR 155. Surgical Acute Care Unit. During this rotation the student is acquainted with the postoperative care of patients who have undergone surgical procedures or suffered massive and severe trauma involving multiple organ systems. Special emphasis is centered on ventilatory assistance problems, open-heart cases, neurosurgical problems, and massive trauma cases. The variety of the patients and the diversity of the problems that exist on the unit give the student a broad insight into surgical postoperative management. The student should strive for an understanding of the pathophysiology and physiology. One course. *Cardiothoracic Division Staff*

SUR 156. Otolaryngology. During this rotation students will learn to evaluate problems related to the ear, nose, and throat. Experience will include both ambulatory and hospitalized patients. Students will gain familiarity with various diagnostic and therapeutic procedures and will have an opportunity to follow patients over a period of time. One or two courses. *Division of Otolaryngology and Staff*

SUR 157. Plastic Surgery. During this course students gain familiarity with patients requiring plastic repair including burn patients, and patients with facial anomalies and maxillofacial neoplasms. The course objectives include an understanding of preoperative and postoperative care, recording the initial history and physical examination, and ordering indicated laboratory tests and studies. It is hoped that the student will learn to respond sensitively to the emotional needs of this group of patients. One or two courses. *Division of Plastic Surgery and Staff*

SUR 160. Urology. During this rotation, students learn about urologic disease. Students participate in the care of clinic and hospitalized patients with common urologic problems and take part in initial evaluations, diagnostic procedures, surgery, and acute and long-term follow-up care. One or two courses. *Division of Urology*

SUR 161. Neurosurgery. During this eight-week rotation the student is provided with a working understanding of the problems unique in the diagnosis, treatment, and management of the neurosurgical patient. The student may gain experience in the operating room by assisting with the patient, with instrumentation, and with the operative procedures. A working knowledge is gained of diagnostic techniques such as carotid arteriograms, electroencephalograms, ventriculograms, spinal taps, etc. Experience and knowledge in emergency room techniques and management of acute neurosurgical injuries (GSW, blunt head trauma, acute quadriplegia, hemiplegia, etc.) is included. Two courses. *Division of Neurosurgery*

SUR 162. Orthopaedic Surgery. Students gain familiarity with the evaluation and management of common orthopaedic problems at the primary care level, including soft tissue injuries, fractures, arthritis, and low back pain. Students will learn the mechanism for applying different types of traction, how to apply splints and casts, and how to provide emergency care for acute trauma. One or two courses. *Orthopaedic Division*

SUR 191. Independent Study. This rotation allows students with a particular interest in an area of surgery to construct their own need-specific learning experience. SUR 191 is arranged with the program staff and appropriate clinical faculty. One or two courses. *Surgical Staff*



Graduate Degree Programs



The Graduate School of Duke University awards a Master of Health Administration degree to students who complete the program in health administration and a Master of Science degree to students who complete the program in physical therapy. Both health administration and physical therapy are departments in the Graduate School and additional information, including courses of instruction, may be found in the Graduate School bulletin which is available through the Office of Admissions, Graduate School, Duke University, Durham, North Carolina 27706. Graduate programs are also integral parts of Duke University Medical Center.

Health Administration

Associate Professor: B. Jon Jaeger, Ph.D., *Chairman, Department of Health Administration*

Professors: Montague Brown, D.P.H.; David G. Warren, J.D.

Associate Professors: Barbara P. McCool, Ph.D.; Wilma A. Minnier, M.S.; Louis E. Swanson, A.B.

Assistant Professors: Thomas J. Delaney, M.S.; David J. Falcone, Ph.D.; Donald S. Smith, M.H.A.,

Director of Graduate Studies; D. Michael Warner, Ph.D.

Associate: David P. Hunter, M.P.H.

Research Associate: David L. Cusic, M.P.H.

Adjunct Professor: Arnold D. Kaluzny, Ph.D.

Adjunct Associate Professors: Elizabeth J. Coulter, Ph.D.; Richard H. Peck, M.H.A.

Adjunct Assistant Professor: Jeff H. Steinert

Lecturer: Robert G. Winfree, M.H.A.

The profession of health administration emerged early in this century in response to the increasing demand for health services. Over the years several specific areas of health administration have been identified, most notably, public health administration, hospital administration, medical care organization, and comprehensive health planning. All of these require a common set of managerial skills and a broad knowledge of the health system and its environment. It has been estimated that the system requires approximately 50,000 individuals in positions involving health administration. In recognition of the complexity and importance of hospitals, Duke University established the first graduate program in the nation for the training of hospital administrators in 1930. For further information write to the Graduate School (Health Administration), 127 Allen Building, Duke University, Durham, North Carolina 27706.

Financial Aid. A limited number of scholarships are available. All aid is on the basis of demonstrated financial need as described in the section on Student Aid.

Physical Therapy

Professor: Robert C. Bartlett, M.A., *Chairman*

Associate Professors: Eleanor F. Branch, Ph.D., *Director of Graduate Studies*; Elia E. Villaneuva, M.A.

Assistant Professor: Grace C. Horton, B.S.

Assistant Clinical Professors: Elaine M. Eckel, M.A.; Mary Ellen Riordan, M.S.

Associates: Nancy Stafford, B.S.; Marjory Cannon, M.M.S.; Linda K. George, Ph.D.; Mary M. Huse, Ph.D.

Professor Emeritus: Helen L. Kaiser, P.T.

Adjunct Assistant Professor: Marcia Roses, M.A.

The Duke University Graduate Program in Physical Therapy, leading to the Master of Science degree, is a program for entry into the profession of physical therapy. The program is designed to provide a comprehensive foundation in the art and science of physical therapy, preparing individuals for clinical practice. Experiences in the areas of administration and research are also provided. Students may arrange their curricula to allow for the development of teaching skills.

Program of Study. The fully accredited program of study requires fifty-two credit units of graduate course work, research, clinical affiliation, or other equivalent academic experience, and is twenty-two consecutive months in length. Thirty-nine units of work must be in physical therapy, seven units in designated courses in anatomy and physiology, and the remaining six units in electives in related fields. A research project is required which provides the opportunity to pursue a particular aspect of physical therapy in depth.

Curriculum. Students must complete the following:

First Year

Fall semester

PT 201	Physical Therapy Seminar
PT 217	Physical Therapy Dynamics I
PT 230	Physical Evaluation and Instrumentation
PT 301	Introduction to Scientific Inquiry
ANA 305	Gross Anatomy
ANA 309	Neuroanatomy

Spring semester

PT 218	Physical Therapy Dynamics II
PT 231	Physical Evaluation and Instrumentation
PT 234	Introductory Pathology
PT 236	Medical Sciences
PT 240	Prosthetics and Orthotics
PHS 220	Physiology of Exercise

Summer semester

PT 243	Directed Clinical Experience in Physical Therapy
PT 237	Medical Sciences

Second Year

Fall semester

PT 220	Physical Therapy Dynamics III
PT 297	Special Topics in Physical Therapy
PT 332	Administration of Physical Therapy Services
Plus six credit hours of electives	

Spring semester

PT 244	Directed Clinical Experience in Physical Therapy
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Prerequisites for Admission. Requirements for admission are a baccalaureate degree and completion of prerequisite courses, although provisional acceptance

can be approved if the major portion of the prerequisites have been completed at the time of application; final approval will depend upon satisfactory completion of the prerequisites before enrollment. A total of eight courses or the equivalent of thirty semester hours is required in the field of natural science including two to four courses in the biological sciences, with a course in physiology of human systems required; two to four courses in chemistry; and at least one course in physics. A total of five courses is required in the fields of social science and humanities, of which two must be in psychology. In addition, a course in introductory statistics is required.

Application Procedures. Applications include the following:

1. A completed Graduate School application form, including a nonrefundable fee of \$25, which must be submitted by 1 February of the year for which admission is requested.
2. The following supportive documents, which must be received by 1 March:
 - a. two official transcripts from each institution of higher learning attended;
 - b. results from the Graduate Record Examination Aptitude Test; and
 - c. three letters of recommendation, at least two of which should be from individuals in academic fields of study, such as the natural and/or social sciences; it is desirable that the third recommendation be from a physical therapist or other related health professional.

Requests for applications and further information should be directed to the Director of Graduate Studies, Department of Physical Therapy, Box 3965, Duke University Medical Center, Durham, North Carolina 27710.

Tuition and Expenses. The tuition for students enrolled in the Graduate Program in Physical Therapy is approximately \$127 per credit unit. Estimated cost for the two-year program is approximately \$15,000, including tuition and living expenses.

Financial Aid. All students are encouraged individually to seek sources of financial assistance. A limited number of traineeships for physical therapy students are available, pending federal funding, and are awarded to students who have been accepted or who are currently enrolled in the program. Loan money is available through the Duke University School of Medicine. Financial aid applications are mailed to students after acceptance into the program. Please refer to the section on Student Aid.

Certificate Programs



Duke University Medical Center has responded to the increased need for qualified individuals at all levels in the health care system by developing educational programs designed to equip people for a variety of positions. These programs, which vary in admission requirements and length of training, offer students both clinical and didactic experience. Graduates of these programs are awarded certificates.

Clinical Psychology Internship

The Division of Medical Psychology, Department of Psychiatry, Duke University Medical Center, offers internship training in clinical psychology to predoctoral clinical psychology students. The program, approved by the American Psychological Association, provides experience in many contexts with a wide diversity of patients. Internship training provides experience in the traditional activities of clinical psychologists: assessment, consultation, psychotherapy, and research. Those successfully completing the requirements for internship will be awarded a Duke University Medical Center certificate. Requests for additional information and correspondence concerning admission to the program should be directed to the Director, Clinical Psychology Internship Program, Box 3895, Duke University Medical Center, Durham, North Carolina 27710.

Cytotechnology

Professor: William W. Johnston, M.D., *Director, Cytotechnology Program*

Associate Professor: Edward H. Bossen, M.D., *Associate Director*

Associate: Patricia R. Ashton, A.B., CT(ASCP), *Educational Coordinator*

Teaching Staff: Rosiland M. Wallace, A.B., CT(ASCP), *Teaching Supervisor*

Progress in the early detection of cancer by the microscopic examination of smears of cell samplings, especially from the female genital tract, has resulted in the specialty of cytotechnology. The cytotechnologist deals with the technical and diagnostic aspects of exfoliative cytology. Graduates of the program are awarded a certificate and are eligible to take the certifying examination given by the Board of Registry of the American Society of Clinical Pathologists.

Program of Study. The twelve-month program beginning in early September consists of two parts: the first half is primarily devoted to theoretical and practical exercises in the techniques of exfoliative cytology and interpretation of the clinical

material; the last half is composed of laboratory training in all aspects of exfoliative cytology.

Prerequisites for Admission. All applicants shall have completed two years (sixty semester hours or ninety quarter hours) of academic education in an accredited college or university before being accepted into this school. This preparatory work must include a minimum of fourteen semester hours or twenty-one quarter hours of biology. These may include courses in general biology, bacteriology, parasitology, physiology, anatomy, histology, embryology, zoology, and genetics. An applicant presenting a baccalaureate degree from an accredited college or university must have completed the biology requirements before admission. Biology credits earned more than seven years prior to application must be updated by taking three additional semester credits related to cell biology within a period of time not to exceed twelve months prior to admission. Priority will be given to individuals with a Bachelor of Science or Bachelor of Arts degree or to ASCP registered medical technologists.

Application Procedures. Applications must be submitted by 1 April of the year for which admission is requested and must contain the following:

1. a completed application form including a \$25 nonrefundable fee;
2. official transcripts from all colleges or professional schools attended;
3. one copy of all transcripts must be submitted by the applicant to the National Accrediting Agency for Clinical Laboratory Sciences for approval;
4. two letters of recommendation from individuals acquainted with the applicant's educational or professional experience; and
5. a personal interview prior to final acceptance.

All applicants will be notified by 1 May regarding admission to the program. Requests for further information and application forms should be directed to the Director, Cytotechnology Program, Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

Laboratory Fees. On notification of acceptance, students are required to pay a nonrefundable registration fee of \$25. This fee will be applied towards the year's course fee of \$1,000.

Financial Aid. See the section on Student Aid.

Electrophysiological Technology

Medical Director: W.P. Wilson, M.D.

Program Director: (Acting) Linda Ollis, R. EEG T.

Instructional Staff: C.W. Erwin, M.D., *Associate Professor*; M.R. Volow, M.D., *Associate in Psychiatry*; Richard Weiner, M.D., *Medical Research Associate*; P. Hope, R. EEG T. Ann Lininger, R. EEG T.; Linda Ollis, R. EEG T.; Victor Hope, R. EEG T.; and Laboratory Staff

In 1961, Duke University Medical Center began its formal program in electrophysiological technology as an expansion of the inservice training program begun in 1955 at the Durham V.A. Hospital. Every year the laboratories in the Medical Center perform over 4,000 examinations including investigative procedures during brain surgery. Ten students are accepted into the program in July. Upon successful completion of this twelve-month program, graduates are awarded a certificate and become eligible to take the certifying examination given by the American Board of Registration of Electroencephalographic Technologists.

Program of Study. The first six months of this program are designed to instruct the student in basic neurosciences and electronics as well as in the use of electrophysiological recording equipment. The second six months consists of

advanced instruction in instrumentation, electrophysiological recordings techniques, and clinical medicine.

Prerequisites for Admission. All applicants must have a high school diploma. Applicants who had a science-oriented high school curriculum and applicants with some college experience will receive priority.

Application Procedures. Applications must be submitted by 1 April of the year for which admission is requested and must contain the following:

- 1. a completed application form;
- 2. results of the Scholastic Aptitude Test;
- 3. three letters of recommendation, one from an individual acquainted with the applicant's character and the others from those acquainted with the applicant's education or professional experience;
- 4. a personal interview is required.

All applicants will be notified by 15 May regarding admission to the program. Requests for further information and application forms should be directed to the Director, EEG Laboratory, Box 3838, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. A fee of \$600 is required of all students enrolled in the program. An additional nonrefundable fee of \$20 for processing the application, payable to Duke University Medical Center, must accompany the application.

Courses of Instruction. Students must complete the following courses:

<i>Summer and Fall Semester</i>		<i>Equivalent Semester Hours</i>
EPT 101	EEG Technology	3
EPT 103	The Biological Basis of Electrophysiological Technology	4
EPT 105	Basic Electricity and Electronics	3
EPT 107	Clinical Science	3
EPT 109	Clinical Practicum	6
<i>Winter and Spring Semester</i>		
EPT 102	EEG Technology	3
EPT 104	The Biological Basis of Electrophysiological Technology	4
EPT 106	Instrumentation	3
EPT 108	Clinical Science	3
EPT 110	Clinical Practicum	6
		<hr/>
		Total 38

No academic credit is given by Duke University for these courses, however, there are a number of institutions who do give academic credit for completion of these courses.

The practicum will consist of supervised instruction and practical experience in the EEG Laboratory at Duke, the V.A. Hospital, Durham County General Hospital, and The V.A. Epilepsy Center. This will comprise about 1,400 hours of supervised practice.

Financial Aid. Please refer to the section on Student Aid.

Health Administrators Management Improvement Program

Associate Professor: B. Jon Jaeger, Ph.D. *Chairman, Department of Health Administration*
Professors: Montague Brown, D.P.H.; David Warren, J.D.

Associate Professors: Barbara P. McCool, Ph.D.; Louis E. Swanson, A.B.
Assistant Professors: Mary M. Blanks, M.H.A.; Thomas J. Delaney, M.S.; David J. Falcone, Ph.D.;
Wilma A. Minnier, M.S.; Donald S. Smith, M.H.A., *Director of Graduate Studies*; D. Michael Warner, Ph.D.

Associate: David P. Hunter, M.P.H.

Research Associate: David L. Cusic, M.P.H.

Adjunct Professor: Arnold D. Kaluzny, Ph.D.

Adjunct Associate Professors: Elizabeth J. Coulter, Ph.D.; and Richard H. Peck, M.H.A.

Adjunct Assistant Professor: Jeff H. Steinert

Lecturer: Robert G. Winfree, M.H.A.

The Health Administrator's Management Improvement Program (HAMIP) is conducted by the Department of Health Administration at Duke University specifically to strengthen the management skills of practicing health administrators who have not completed formal university-based education in health administration. It is designed to allow the working administrator to acquire skills and knowledge for more effective management of hospitals or other health organizations with a minimum of time away from the job. A certificate is awarded for successful completion of the program.

Program of Study. All classroom sessions in this one-year program are held on the Duke University campus. The program consists of an initial one-week session, two-day sessions each month for eleven consecutive months, and a concluding one-week session, or a total of thirty-two full days on campus over a thirteen-month period. The HAMIP curriculum includes a structured home study program as well as lectures, seminars, and classroom work sessions while at the University. For each session there are assignments to be completed at home prior to class as well as follow-up work on the topics which have been discussed during the class session.

Prerequisites for Admission. All applicants must currently be employed in health organizations. Administrators, assistant administrators, and candidates for such positions in health organizations will be eligible to attend. No one holding a master's degree in hospital administration will be eligible for admission. Formal academic preparation is not a prerequisite. Priority is given to applicants from North and South Carolina; however, applicants from other states may be accepted.



Students will be selected on the basis of two criteria: how much they can benefit from the program, and how much the student's participation in the program will help the organization which employs the student.

Admission Procedures. Applications must be submitted by 15 June of the year for which admission is requested and applicants will be notified by 1 July regarding their admission. Forms may be obtained from the Coordinator, Health Administrator's Management Improvement Program, Box 3018, Duke University, Durham, North Carolina 27710.

Registration Fees and Expenses. Tuition for the program is \$1,850 which includes all required instructional materials. Upon acceptance, \$1,000 is required, the remainder to be paid when the program formally begins.

Financial Aid. Scholarship assistance may be available to students.

Hospital and Clinical Pharmacy Residency

Director: Milton W. Skolaut, B.S.

Associate Director for Inpatient Services: James C. McAllister, M.S.

Associate Director for Education and Clinical Services: Andrew Finn, Pharm.D.

Associate: William H. Briner, B.S., *Director of Radiopharmacy Laboratory*

Residency Program. The Hospital and Clinical Pharmacy Residency is a twelve-month postbaccalaureate program conducted by the Department of Pharmacy at the Duke University Medical Center. The residency is designed to give the graduate pharmacist extensive training in clinical pharmacy practice and basic hospital pharmacy services including unit-dose drug distribution, IV admixture, and hyperalimentation systems.

Admission Standards. A resident must be a graduate of a pharmacy school and hold a B.S., M.S., or Pharm.D. degree. The resident must have demonstrated good academic and leadership capabilities. It is preferable that the applicant have previous hospital pharmacy experience.

Application Procedures. Applications must be submitted by 15 February of the year for which admission is requested and include the following:

1. ASHP placement service registration by the preceding 1 December;
2. personal interview, to be arranged by appointment;
3. official transcript from pharmacy school and other professional programs attended;
4. completed Duke University Medical Center employment and Allied Health Division application forms; and
5. letters of recommendation from at least three persons having known the applicant in a professional way (i.e., clinical pharmacist, professor, hospital pharmacist).

Applicants will be notified by 15 March regarding admission to the program.

Stipend. A stipend of \$10,500 is granted for the twelve-month residency.

Nuclear Medicine Technology

Professor: Jack K. Goodrich, M.D., *Director, Division of Nuclear Medicine*

Educational Director: Elizabeth C. Blackburn, M.Ed., NMT(AART)

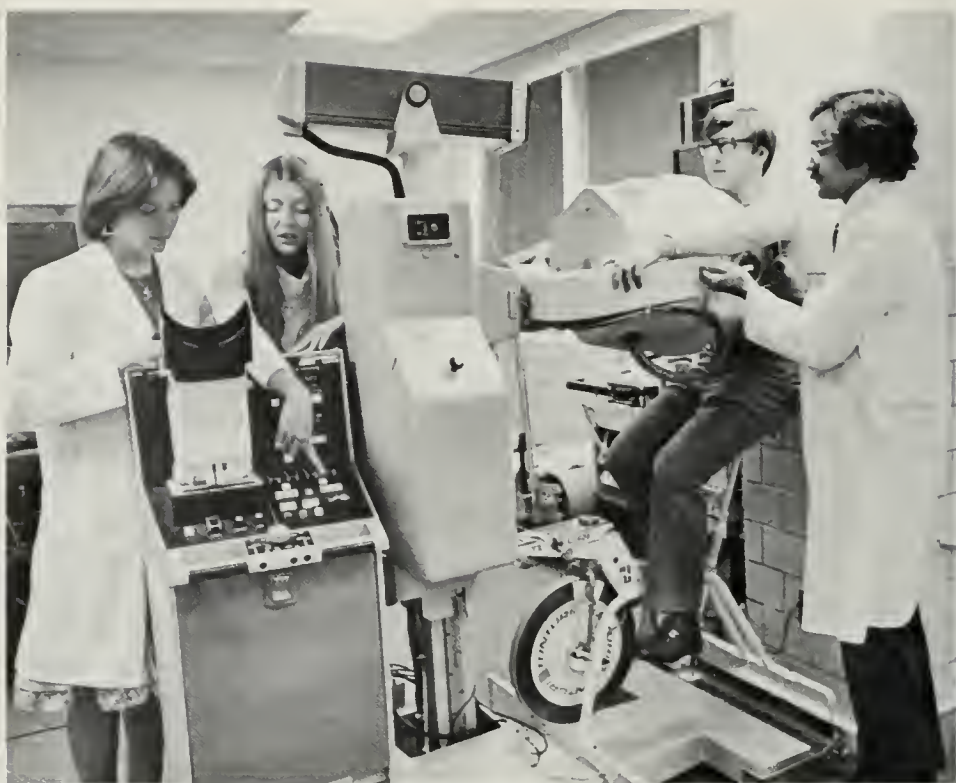
Associate Professors: C. Craig Harris, M.S.; Robert H. Wilkinson, Jr., M.D.; Joseph B. Workman, M.D.

Assistant Professor: William H. Briner, B.S., Pharm.

Associates: Fred P. Bruno, M.S.; Conrad Knight, B.S.

Technical Supervisor: E. D. Flowers, R.T., N.M.T.

Additional instruction is provided by the nuclear medicine residents and technical staff.



In the fall of 1967 the Division of Nuclear Medicine in the Department of Radiology of the Duke Medical Center began a full year program in nuclear medicine technology. This program is approved by the American Medical Association, and upon completion of studies the student is awarded a certificate and becomes eligible to take the ARRT and ASCP registry examinations in nuclear medicine technology.

Program of Study. The program consists of twelve months of instruction and clinical training. The first three months are spent in courses involving both didactic and laboratory instruction. The following nine months are spent in an internship. The student rotates through clinical areas in the Duke University and the Durham V.A. Hospitals.

Prerequisites for Admission. Applicants must be registered or registry-eligible radiologic technologists, medical technologists, or have an Associate of Arts/Science or Bachelor of Arts/Science degree from an accredited college. Due to the pace and scope of the subject matter presented, it is strongly recommended that students review the following areas prior to entry into the program: mathematics (arithmetic and algebra), general biology, chemistry, and physics.

Application Procedures. Applications must be submitted by 1 March of the year for which admission is requested and must contain the following:

1. a completed application form including a \$20 nonrefundable application fee, and a recent photograph;
2. official transcripts from all high schools, colleges, or professional schools attended;
3. results from any standardized aptitude tests, such as PSAT, SAT, and ACT taken by the applicant;

4. three letters of recommendation from business or professional men and women, not related to the applicant, but who are acquainted with the applicant's educational or professional experiences; and
5. a personal interview is desirable, but not required.

All applicants will be notified by 1 April regarding admission to the program. Requests for further information and application forms should be directed to the Program Director for Nuclear Medicine Technology, Allied Health Education Building, Veterans Administration Hospital, Durham, North Carolina 27705.

Registration Fees and Expenses. Accepted candidates must pay a course fee of \$500 which is due by 15 April. Students enrolled in this program do not pay the full Duke University tuition. Students must furnish their own uniforms; however, laboratory coats are provided by the program. In addition, books, supplies, and laboratory fees will cost approximately \$80.

Financial Aid. After successfully completing the first three months of course work, all students will be paid a modest monthly stipend from Duke University Hospital for the remaining nine months of the program. Please refer to the section describing Student Aid.

Courses of Instruction. Students must complete the following courses:

<i>Title</i>	<i>Hours</i>
Orientation	15
Anatomy/Physiology/Pathology	70
Mathematics Review	30
Nuclear and Radiation Physics	80
Instrumentation (including Computer Application)	100
Clinical Application	80
Radiopharmaceutical Science	60
Radiation Protection	15
Administrative Techniques	15
Radiation Biology	15
Independent Study	15
Student Seminars	5
Total	500

In addition, assigned experience in clinical procedures will total 1,400 hours.

Anesthesia

Professor: Merel H. Harmel, M.D., *Chairman, Department of Anesthesiology*

Adviser: Bruno Urban, M.D., *Associate Professor, Anesthesiology*

Director: Lawrence R. Stump, BSN, CRNA

Director of Education: Joseph R. Williams, M.S., CRNA

Instructors: Mary M. Gardner, CRNA; Leola Glenn, B.A., CRNA; Paul Lee, CRNA

Additional instruction and supervision is provided by the attending anesthesiologists and the staff nurse anesthetists.

In 1931 Duke University Medical Center's Department of Anesthesiology established a program for registered nurses to further their study in anesthesiology. Students learn about the physiopharmacological effects of anesthesia and related drugs, the proper techniques for their administration, and the management of an entire treatment plan for patients requiring anesthesia. Upon successful completion of the required qualifying examination, graduates are eligible for membership in the American Association of Nurse Anesthetists.

Program of Study. The program beginning each fall requires twenty-four months of training with the major portion of basic theoretical instruction given during the first two semesters. After twelve weeks, students begin clinical practice



while continuing their didactic studies. The majority of the second year is concerned with clinical anesthesia. It is during this time that the students begin to work with cases which require more skill. Seminars are held twice weekly and review examinations are given monthly.

Prerequisites for Admission. All applicants must be registered nurses. Priority is given to those with a year or more experience in acute care nursing. Applicants are selected from baccalaureate, diploma, and associate degree programs in nursing.

Application Procedures. Applications must be submitted by 1 February for fall admission. The following are necessary to complete application procedures:

1. a completed application form, including a photograph;
2. official transcripts from all nursing schools attended;
3. four references; and
4. a personal interview.

Applicants will be notified by 15 May regarding admission to the program. Requests for further information and application forms should be directed to the Director, Anesthesia Program, P.O. Box 3094, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. A course fee of \$1,000 is required of which \$50 is a deposit, the remainder to be paid at the time of enrollment. Books will cost approximately \$275 and miscellaneous expenses average \$50.

Financial Aid. A stipend may be paid. In addition, scholarships are available to nurses registered in North Carolina. Please refer to the section on Student Aid.

Courses of Instruction. Students must complete courses in the following:

Typical Course Sequence

Semester I (fall)

NA 100
NA 105

Anatomy and Physiology for the Nurse Anesthetist
Chemistry and Physics for the Nurse Anesthetist

NA 110	Cardiorespiratory Physiology
NA 120	Fundamentals of Anesthetic Practice
NA 140	Introduction to Pharmacology for the Nurse Anesthetist
NA 160	Introduction to Clinical Anesthesia
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Semester II (spring)

NA 150	Pharmacology of Anesthetic Agents
NA 130	Fundamentals of Anesthetic Practice II
NA 170	Introduction to Clinical Anesthesia
NA 200	Clinical Anesthesia Rotation (orthopaedics)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Summer I

NA 210	Clinical Anesthesia Rotation (neurosurgery)
NA 190	Special Problems in Anesthesiology

Summer II

NA 220	Clinical Anesthesia Rotation (thoracic-cardiovascular)
NA 180	Anesthesia Seminar

Semester III

NA 230	Clinical Anesthesia Rotation (general surgery)
NA 240	Clinical Anesthesia Rotation (obstetrics and gynecology)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Semester IV

NA 250	Clinical Anesthesia Rotation (urology)
NA 260	Clinical Anesthesia Rotation (plastic-maxillofacial surgery)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Summer III

NA 270	Clinical Anesthesia Rotation (otolaryngology)
NA 180	Anesthesia Seminar

Summer IV

NA 280	Clinical Anesthesia Rotation (ophthalmology)
NA 190	Special Problems in Anesthesiology

Pastoral Care and Counseling

Assistant Professor: John C. Detwiler, B.D., Th.M., *Director of Clinical Pastoral Education Programs*

Assistant Professor: P. Wesley Aitken, B.D., Th.M.

Professor: Richard A. Goodling, B.D., Ph.D.

Instructor: Peter G. Keese, S.T.B., Th.M.

Assistant Professor: Paul A. Mickey, B.D., Ph.D.

A graduate program in pastoral care and counseling is available to clergy and sympathetic laity of all religious groups. There are four program options: a single unit of clinical pastoral education, an internship, a residency, and a fellowship. All are designed to train ordained individuals who desire to specialize in pastoral care and counseling, enhance their skills as parish clergy, or to broaden their understanding. Those who enroll in the program will be required to serve as chaplains or as pastoral counselors in the Medical Center or in the community of Durham. All program options are approved by the Association for Clinical Pastoral Education, Inc.



Program of Study. For the internship, usually beginning in June and lasting twelve months, four units of clinical pastoral education (CPE) with the ACPE are granted. Classroom studies are interspersed through the clinical phase of training by conferences and courses offered in the Medical Center and the Divinity School.

Prerequisites for Admission. Applicants to the internship must possess a college degree or its equivalent and have completed at least two years of theological education or its equivalent. Usually completion and supervisor's evaluation of one certified unit of CPE (basic unit) is required.

Application Procedures. Applications must be submitted by 1 March of the year for which admission is requested and must contain the following:

1. a completed application form and its supplementary materials; and
2. a personal interview with the supervisory and teaching staff.

All applicants will be notified by 1 April regarding admission to the basic program. Requests for application and further information about any of the programs should be directed to the Director, Pastoral Care and Counseling Programs, Box 3112, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. Individual units of training will cost \$200. The fee is payable to the bursar at the beginning of each unit of training. Students who are taking CPE as part of the master's degree program of the Divinity School will be charged tuition by the Divinity School instead of the \$200 fee for the fall, winter, and spring quarters. Upon acceptance, a deposit of \$25 is required, but will be deducted from the fees at the beginning of the program.

Financial Aid. A limited number of training stipends are available—\$3,625 for the internship and \$5,705 for the residency and \$6,360 for the fellowship. No stipends are available for the single unit of training.

Physician's Associate

A limited number of students who are not eligible for admission to the Bachelor of Health Science degree, but who possess outstanding credentials in a health care field, are accepted into the certificate program. The two-year program, including tuition, is the same as that described previously. Students are issued a Duke University undergraduate identification card and are granted the same privileges as the physician's associate students in the Bachelor of Health Science degree program. Prerequisites for admission differ in that applicants not planning to receive the degree may not necessarily fulfill the lower division requirements for transfer students to Duke University. In all other respects the prerequisites are the same, including a college level course in both chemistry and biology.

Radiologic Technology

Professor: Charles E. Putman, M.D., *Chairman, Department of Radiology*
Associate Professor and Medical Director: Thomas T. Thompson, M.D.
Technical Director: Cynthia C. Easterling, B.S., R.T.
Clinical Instructor: Cynthia A. Shuba, B.S., R.T.
Clinical Coordinator: Marie W. Stone, R.T.

The Radiologic Technology Programs at the Duke University Medical Center and the Veterans Administration Hospital offer beginning and postgraduate education.

RADIOLOGIC TECHNOLOGY CERTIFICATE PROGRAM

A maximum of twelve students is admitted each July for the two-year radiologic technology certificate program. Each student receives both academic and clinical training in all aspects of the field. After successful completion of the program, the student is eligible to take the national board examination sponsored by the American Registry of Radiologic Technologists.

Program of Study. The course of study follows the approved syllabus of the American College of Radiology and the American Society of Radiologic Technologists. The number of hours devoted to most subjects generally exceeds the basic minimum requirements.

Class lectures are scheduled on a full-time basis from July through September of the entering year. During the succeeding months of the program, classes are held on Monday through Friday afternoons with the exception of the summer months. The remainder of the program involves a series of clinical rotations in all aspects of technological activity, under the supervision of clinical instructors, full-time registered radiologic technologists, senior staff radiologists, and resident radiologists. Periodic examinations are given to evaluate progress. Full-time attendance is mandatory in both classroom and practical work. Saturday and Sunday as well as week-night emergency call will be required on a rotational basis.

Prerequisites for Admission. All applicants must have a diploma from an accredited high school or its equivalent.

Application Procedures. The following are necessary to complete application procedures:

1. a completed application form, including a recent photograph and a nonrefundable fee of \$20;
2. official transcripts from all high schools, colleges, or professional schools attended;

3. Scholastic Aptitude Test scores from the College Entrance Examination Board;
4. three letters of recommendation from persons not related to the applicant; and
5. a personal interview is required.

Requests for further information and application forms should be directed to the Technical Director, Radiologic Technology Programs, Box 3108, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. There is a nonrefundable registration fee of \$20. A course fee of \$500 per year is charged. In addition, books and supplies will cost approximately \$175.

Financial Aid. There are no stipends. However, part-time employment in ancillary areas may be available in the Department of Radiology of the Duke Medical Center and the V.A. Hospital. A student should not expect to be employed during the first two months of the program and following that period should not be employed for more than twenty hours per week.

The program is approved for the enrollment of persons eligible for benefits under Title 38 USC(G.I. Bill). Please refer to the section on Student Aid.

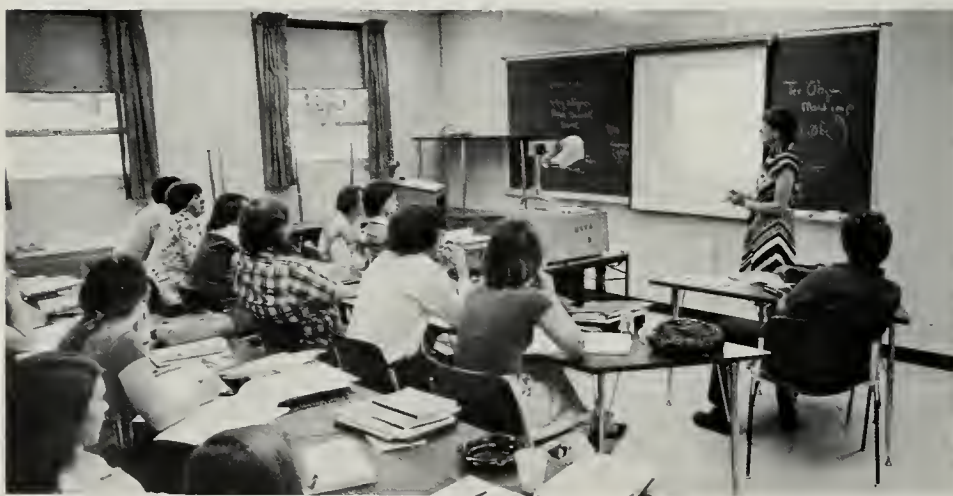
ADVANCED RADIOLOGIC TECHNOLOGY PROGRAM

A maximum of ten students is admitted each September.

Program of Study. The advanced radiologic technology program is a ten-month program designed to provide an opportunity for registered radiologic technologists to acquire an in-depth knowledge of their profession. Only highly qualified and experienced radiologic technologists are admitted to the program. The curriculum encompasses such things as special radiographic procedures; application and knowledge of x-ray equipment; testing and evaluation of medical x-ray film, film processing and quality control; applied nursing procedures; special radiographic procedures; and communication skills. The program is designed to provide an educational and economical career ladder for those who are interested in special procedures in radiologic technology and/or departmental supervisory positions.

Classroom: 612 hours.

Clinical Clerkship: 840 hours.



Prerequisites for Admission. All applicants must be registered radiologic technologists.

Application Procedures. The following are necessary to complete application:

1. a completed application form, including a recent photograph and a nonrefundable fee of \$20;
2. official transcript from the radiologic technology program attended;
3. copy of certification as a registered radiologic technologist;
4. two letters of recommendation, one from applicant's previous supervisory radiologic technologist and one from a radiologist; and
5. a personal interview is required.

Requests for further information and application forms should be directed to the Technical Director, Radiologic Technology Programs, Box 3108, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. There is a nonrefundable registration fee of \$20. A course fee of \$500 is charged. In addition, books and supplies will cost approximately \$100.

Financial Aid. A modest monthly stipend may be available depending on federal funding. In addition, part-time employment in the Department of Radiology is available for those students needing extra income. However, students should not plan to seek outside employment during the first three months of the program due to a heavy classroom commitment. Please refer to the section on Student Aid.

The program is approved for the enrollment of persons eligible for benefits under Title 38 USC(G.I. Bill).

GREENSBORO COLLEGE AFFILIATION

An academic affiliation with Greensboro College, Greensboro, North Carolina, affords radiologic technology students the opportunity of additional education leading to a Bachelor of Science degree in biology. This applies to both the certificate and the advanced programs. By paying regular tuition to Greensboro College, the students will receive academic credit for studies pursued at Duke-V.A. When the clinical schedules permit, the students are allowed to commute to Greensboro to participate in studies on the Greensboro campus.

There are two methods of participating in the Duke-V.A.-Greensboro academic affiliation. Students wishing to complete studies leading to a B.S. degree may attend Greensboro first to complete general college and selected elective courses, after which they complete academic work at Duke-V.A. in the basic radiologic technology program. Upon graduation, students who successfully meet both Greensboro and Duke academic requirements will receive a B.S. degree from Greensboro College, and a certificate from the Duke University Medical Center-Veterans Administration Hospital. Students wishing to attend Duke-V.A. first may do so and then complete degree requirements at Greensboro.

The second method of participating in this affiliation lends assistance to those who have already completed radiologic technology education and who wish an advanced education in radiologic technology, or further formal college courses to add to previous college work, or to begin college work.

Both options require completion of admissions applications to Greensboro College and Duke. Tuition will be paid to Greensboro College and both options lead toward completion of academic requirements for a B.S. degree. For those completing advanced work in radiologic technology, a certificate will be awarded in addition to the degree.

Financial aid is available through student loans from Greensboro College. Requests for further information and application forms should be directed to Dr. Arnold Van Pelt, Department of Biology, Greensboro College, Greensboro, North Carolina 27401.

Speech Pathology—Audiology Residency

Professor: LuVern H. Kunze, Ph.D., *Director, Center for Speech and Hearing Disorders*

Associate Professor: Bruce A. Weber, Ph.D.

Assistant Professors: Jennifer Horner, Ph.D. and John Riski, Ph.D.

Associate: Burton B. King, M.S.

Clinical Staff: Judith Giles, M.C.S.; Gail Ginsburg, M.A.; Grace A. Graper, M.S.; Janice Mack, M.Ed.; Susan McNair, M.Ed.; Karen R. Nailling, M.S.; and Barbara G. Saunders, M.A.

Residency Program. The Speech Pathology-Audiology Residency is a twelve-month postmasters program conducted by the Center for Speech and Hearing Disorders, Department of Surgery, Duke University Medical Center with cooperative participation of the Audiology and Speech Pathology Service, Durham Veterans Administration Hospital and the Developmental Evaluation Clinic, Department of Pediatrics, Duke University Medical Center. The residency is patterned after the residency programs in medicine and is designed to give the practicing speech pathologist or audiologist advanced clinical training in five selected areas of specialization, including audiology in medical settings, childhood language disorders, organic voice disorders, communicative disabilities secondary to neurogenic disorders and communicative disorders associated with cranio-facial anomalies. Competency in clinical practice and concomitant theoretical study are emphasized.

Admission Standards. A resident must have earned a masters or doctoral degree in speech/language pathology and/or audiology from an accredited institution of higher learning and must hold a certificate of Clinical Competence from the American Speech and Hearing Association.



Application Procedures. Applications for admission to the residency in September must be received by 1 March of the year in which the residency will begin. Applications will include:

1. completed Allied Health Division and Center for Speech and Hearing Disorders forms;
2. official transcript from the institution granting the terminal degree;
3. personal interview to be arranged by appointment; and
4. letters of recommendation from at least three persons able to evaluate the applicants professional strengths and weaknesses.

Applicants will be notified regarding admission by 15 April.

Stipend. A stipend of \$6000 is granted for the twelve-month residency.



Appendix



Judicial System of the Division of Allied Health Education

Duke University expects and requires of all its students full cooperation in developing and maintaining high standards of scholarship and conduct. Each student is subject to the rules and regulations of the University currently in effect or which are put into effect from time to time by the appropriate authorities of the University. Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations. Authority to establish a judicial system for allied health students is contained in Article 3.010 of the Judicial Structure of Duke University as published in the Duke University *Bulletin of Information and Regulations*.

The Honor System of the Duke University Medical School as found in the Bylaws of the Davison Society does not apply to allied health students since only medical students may belong to the Davison Society. Students in the Physical Therapy and Health Administration programs are exempted from this judicial code since they are governed by the rules and regulations of the Graduate School.

The Judicial Code

Section I. Definition.

- a. The name of the system hereinafter provided for shall be the "Judicial System."
- b. The group of students hereinafter called the "Judicial Council" shall be composed of students matriculating in the Allied Health Division of the School of Medicine excluding the Health Administration and Physical Therapy programs.
- c. Violations shall consist of:
 1. Academic Dishonesty.
 2. Assault and Battery.
 3. Theft.
 4. Knowingly furnishing false information to any University judicial or police authority, or any academic or administrative official of the University acting in an official capacity.
 5. Failure to provide personal identification to any University judicial or police authority, or any academic or administrative official of the University acting in an official capacity.
 6. Contempt of a University judicial body (including failure to respond to a summons; or to testify when asked to do so, except when one's testimony may be self-incriminating). See the rights of the accused, Section V.
 7. Fraud (including falsification or misuse of auto registration, meal tickets, library slips, laundry slips, or student identification cards).
 8. Willful and malicious damage to University property, or to the property of members of the University community.
 9. Disorderly conduct.
 10. Illegal entry into University buildings or rooms.
 11. Gambling.
 12. Obsenity.
 13. Possession, use, or distribution of illegal drugs except those for legally authorized medical purposes and scientific research.

d. The jurisdiction of the Allied Health Judicial Council shall be limited to cases in which the accused is a student enrolled in an educational program administratively assigned to the Division of Allied Health, School of Medicine, and which might result in a penalty of probation or greater as decided by the panel listed in Section VI below.

Section II. Preferment of Charges

a. Charges shall be preferred in the following manner:

1. The Accuser shall state in writing that a violation as listed in Section I(c) has been committed. The Accuser shall specify the violation and identify the Accused indicating the circumstances under which the alleged violation occurred. The Accuser's statement shall be countersigned by another who has knowledge of the alleged violation. The Accuser shall be a fellow student, faculty, staff, or administrative member of the University Community.

2. The Accuser shall deliver the duly countersigned written accusation within seventy-two hours of the occurrence of the violation in a sealed envelope to the Associate Dean along with supporting evidence or documents.

3. The Accused shall be notified within seventy-two hours by the Associate Dean that he/she has been accused of a violation of the Judicial Code.

4. Within forty-eight hours of notification of such accusation, the Accused shall elect one of the following courses;

i. To appeal the charges directly to the Associate Dean, Allied Health Education. In those cases the Associate Dean retains the right to discuss the charges with the Accused, the Accuser and other persons having knowledge of the case. After reviewing all available information, the Associate Dean will make a decision as to the guilt or innocence of the Accused. If a decision of innocence is made, all documents pertaining to the accusation will be destroyed. If a decision of guilt is made, the Associate Dean will impose a sanction according to the severity of the violation and in keeping with Section VI(e) of the Judicial Code. The decision of the Associate Dean is considered final and there is no further recourse, nor appeal.

ii. To have the charge referred to the Judicial Council as provided for in Section III(a) of the Judicial Code.

Section III. Role of the Dean, Medical and Allied Health Education, School of Medicine.

a. The Associate Dean, Allied Health Education, shall have responsibility for receiving complaints and conducting investigations concerning offenses within the jurisdiction of the Judicial Council. The Council shall hear no case without a finding of probable cause by a group consisting of the Dean, Associate Dean for Allied Health Education, and the Chairman of the Judicial Council whose signatures to the charge(s) shall constitute sufficient evidence of such finding. See Section IV(b).

b. The Office of the Dean shall maintain a precedent file for the use of any faculty member, administrative person, or student involved in the case including the Accused, his adviser, members of the Judicial Council, and any others so designated for such privilege by the Council. The file shall consist of a general description of the charges and facts of each case including a summary of the final action taken and the reasoning involved. No specific names or details shall be included.

Section IV. Conduct of the Investigation.

Upon receiving a complaint, the Associate Dean, Allied Health Education, shall do the following:

a. In conducting the investigation, the Associate Dean shall promptly assemble all evidence relevant to the allegation. This investigation might include but shall not be limited to the following: holding an informal preliminary hearing of testimony, interviewing the Accused, interviewing any holder of evidence, gathering documents and records. The Accused shall be informed of his right to remain silent and his right to an adviser as defined herein before the Dean or others ask any questions of him.

b. The Dean, Associate Dean, and Judicial Council Chairman shall review all evidence gathered by the investigation and determine jointly and promptly whether or not there is probable cause for believing the Accused committed the alleged act. They shall examine University and Community regulations to determine whether or not the commission of the alleged act might be held to violate any of the said regulations. If they find no probable cause, no further action shall be taken on the matter. If they find that the case in which there is probable cause is not within the providence of the Judicial Council, they shall refer it to the appropriate body. If probable cause is found, the allegation will be sent to the Judicial Council in the manner prescribed in Section IV(d).

c. In exercising their judgment as to whether or not charges should be preferred against any alleged offender, they shall not only determine whether probable cause exists but also consider:

1. Any civil or criminal liability the Accused may have already incurred by reasons of the actions of any civil tribunal. If in their judgment, the liability so incurred adequately vindicated the interest of the School of Medicine in punishment of the Accused, they shall not prefer

charges. They shall report to the Judicial Council their findings of probable cause and reasons for not preferring any charge.

2. Any civil or criminal action that may be pending in any civil tribunal. If, in their judgment, prompt trial before the Judicial Council would be prejudicial and unreasonably burdensome to the Accused in respect to the civil tribunal proceedings, notwithstanding the finding of probable cause, they may defer or abstain from preferring charges. In making their decision they shall consider the nature of the offense, the nature of the defense that may be offered in either the civil or School of Medicine proceeding, the likely delay in the civil proceedings, and especially any possible impairment of the Accused's ability to defend himself in either proceeding by reason of their contemporaneous pendency. If, after a finding of probable cause, they decide either to defer preferring charges or definitely to abandon them in the situations covered by this paragraph, they shall nevertheless report to the Judicial Council their finding of probable cause and their reasons for deferring or abandoning the preferring of charges.

3. Whether any civil or criminal action is threatened or likely. In this situation, they shall be governed by the same considerations set forth in paragraph c(2), and in addition by the degree of likelihood of civil or criminal proceedings against the Accused. If, after a finding of probable cause, they decide either to defer preferring charges or definitely to abandon them, in the situations covered by this paragraph, they shall nevertheless report to the Judicial Council their finding of probable cause and their reasons for deferring or abandoning the preferring of charges.

d. Submission to Judicial Council. If the Dean, Associate Dean and Judicial Council Chairman find probable cause and decide to prefer charges, a charge sheet shall be immediately drawn up.

1. The charge sheet shall include at least the following information:

The name of the Accused, a brief description of the alleged act, the regulations which the act violates, the date on which the alleged act did occur, the date on which charges are preferred, and the attesting signatures of the Dean, Associate Dean and Chairman of the Judicial Council.

2. A written report containing the findings of the investigation shall accompany the charge sheet. This report shall contain all evidence gathered in the preliminary investigation with its sources and any evidence gathered in subsequent investigations, with its sources. Nowhere in this report shall a personal opinion be expressed as to the merits of a piece of evidence, or as to the guilt or innocence of the Accused; however, where there are conflicts in the evidence, they shall draw the attention of the Judicial Council to them. The report shall become a part of the written record of the Hearing. If a majority of the Judicial Council receiving this report believe that their Council does not have jurisdiction over the case in question, the case shall be postponed and the Chairman of the Council shall refer the matter to the Chairman of the University Judicial Board who shall appoint a three-man subcommittee who shall determine the question of jurisdiction. Its decision shall be final.

e. The Dean shall subpoena witnesses as directed by the Judicial Council.

Section V. Procedural Safeguards.

a. The hearing of all charges shall take place promptly, ordinarily within ten days following the presentation of the charges to the Accused. The Accused shall be given notice to appear, written notice of the charge, and a written text of the regulations which he/she is accused of violating, the report of the Dean, a statement of his/her procedural rights, a list of members of the Judicial Council, and any other material that the Judicial Council instructs the Dean to supply him at least seventy-two hours before the Hearing. If the accused desires additional time in which to prepare a defense, the Chairman of the Council may be petitioned to grant a reasonable delay of the Hearing. The Accused may waive the notice and the seventy-two hour notification period.

b. No person presenting evidence against the Accused shall at any time sit in judgment upon him.

c. The Accused has the right to challenge on the grounds of prejudice any member of the Council sitting on his case. If an Accused makes such a challenge, the Council shall deliberate in private to determine whether cause exists. By a majority vote of the members of the tribunal (excluding the member being challenged), a member shall be removed from the case and replaced by a person who is a member in good standing of the Allied Health Division of the School of Medicine.

d. The Accused has the right and will be advised of his right to produce witnesses (including no more than two character witnesses), introduce documents, and offer testimony in his own behalf. He, but not his adviser, may question all witnesses. An Accused, with the assistance of an adviser, may submit questions in writing to the Chairman. The Chairman shall ask such questions submitted to him if they are fair and relevant. A copy of the questions shall be appended to the record.

e. A person having direct knowledge relevant to a case being heard by the Board is a material witness. The Dean may require the appearance of material witnesses. He shall notify them of the time, place and purpose of their appearance. He shall also require, upon written request of the complainant of the Accused, the appearance of material witnesses. He shall notify such witnesses of the time, place and purpose of their appearance.

- f. The Accused has the right to examine the written statement of any witness relevant to his case at least seventy-two hours before the hearing. He has the right to be faced by any witness who has given a statement relevant to his case at the hearing if the witness's attendance can be secure.
- g. The hearing will be conducted in private unless the Accused requests an open hearing. If any objection is raised to conducting an open hearing in any particular case, the Council shall decide the issue by majority vote. If the decision is made not to hold an open hearing, the Accused shall be informed in writing of the reasons for the decision.
- h. The Council shall consider only the report of the Dean, documents submitted into evidence, and the testimony of the witnesses at the hearing in reaching its decisions.

Section VI. The Judicial Council.

a. The Membership of the Judicial Council shall be composed, in alternate years, of an elected representative of the programs under the jurisdiction of the School of Medicine, Allied Health Education. Program membership shall be as follows:

Even Numbered Years

Clinical Psychology Internship
Radiologic Technology Program
Medical Technology Program
Cytotechnology Program
Electrophysiology Program
Pastoral Counseling Program
Pharmacy Internship Program

Odd Numbered Years

Physicians Associate Program
Nuclear Medicine Technology Program
Pathologist's Assistant Program
Operating Room Technology Program
Nurse Anesthetist Program
Pharmacy Residency Program

b. The members shall elect their chairman. The chairman shall preside but shall not vote except in case of a tie. A quorum shall exist when two-thirds of the membership is present.

c. Conduct of Hearing.

1. The hearing of any case shall begin with a reading of the charge by the Chairman of the respective division in the presence of the Accused. The Accused shall then plead guilty or not guilty or move to postpone the hearing for good cause shown. The Accused may qualify a plea, admitting guilt in part and denying it in the other part.

2. The Accused has the right to remain silent in regard to the charges brought against him, before, during and after the hearing. No inference of guilt shall be made from his silence. Any information pertinent to the charges volunteered by the Accused may be used as evidence against him. If he elects to offer testimony as to a specific act of misconduct, he by so electing waives his right to remain silent as to this specific act, and must answer truthfully all questions pertaining to it asked of him.

3. The Chairman of the Judicial Council shall call for a reading of the report from the Dean concerning the case. The Judicial Council shall request the Accused to present his case. The Accused may call and question witnesses. The Council may call and question witnesses to clarify matters which have been the subject of testimony. It should not attempt to act as a prosecutor or as a defense council.

4. All evidence which the Council considers relevant shall be admitted except evidence obtained in violation of University's policy. Specifically, the fact that evidence offered is hearsay or an expression of opinion will not in itself bar the admission of the evidence. Written statements may be admitted but wherever possible oral testimony rather than any written statement should be employed. No one shall be convicted solely on the declaration of one whom the Accused has had no opportunity to examine.

5. The Accused may not be questioned for more than one hour without recess.

6. Pending final judgment on charges (including appeal) against the Accused, his status as a student shall not be changed, nor his right to be on campus or to attend classes suspended, except that the Dean may impose an interim suspension upon any member of the School of Medicine who demonstrates by his conduct, that his continued presence on the campus constitutes an immediate threat to the physical well-being or property of members of the School of Medicine or the property or orderly functioning of the school. The imposition of interim suspension requires that the suspended individual shall immediately observe any restriction placed upon him by the terms of the suspension. The suspended individual shall be entitled to a hearing within three days before the Judicial Council on the formal charges. If he requires additional time to prepare his case before the Judicial Council, he shall be entitled to an informal review of the decision imposing interim suspension by a three-man committee chosen from the members of the Council by its Chairman. Interim suspension is an extraordinary remedy which will be invoked only in extreme cases where the interests of the School and members of its community require immediate action before the Judicial Council can adjudicate formal charges against the suspended individual. If interim suspension is imposed and the Accused is later found innocent, the School shall grant

reinstatement and will consider appropriate amends as recommended by the Judicial Council with respect to that student's academic responsibilities incurred during the period of suspension.

7. A tape recording and a digest shall be kept of the initial hearing for a minimum of three years. The basis for the decision shall be summarized clearly in brief, numbered paragraphs. Any dissenting opinions shall be similarly explained.

8. The Judicial Council, with the consent of the Accused, shall have the right to amend the charges at any time during a hearing to conform to the evidence. If the Accused does not consent to the amendment of the charges, the Council may, nevertheless, order them amended to conform to the evidence. If, in the judgment of the Judicial Council, a delay is not necessary to enable the Accused to defend himself against the amended charge, the hearing shall continue. If a delay appears necessary, the Judicial Council shall so order it.

d. The Verdict.

1. After hearing the evidence and summations offered by the parties, the Judicial Council shall consider its verdict and judgment in closed session. The verdict shall consist of a simple statement of the significant acts done or not done by the Accused. If the Judicial Council is unable to say that there is clear and convincing evidence that an act was done, then the Judicial Council shall conclude that the act was not done. A similar rule shall govern in the case of a failure to act. The judgment shall consist of a finding of guilty or not guilty of the charge and when the Accused is found guilty, a statement of punishment assessed. Any judgment of suspension or expulsion must be concurred in by at least one-half of those members of the Judicial Council present and voting. Other questions, including the verdict, the finding of guilty or not guilty, shall be governed by the same vote.

2. The Judicial Council by a majority vote may decide to rehear a case in which significant new evidence can be introduced in behalf of the Accused.

3. The Chairman of the Judicial Council shall promptly inform the Dean in writing of the decision of the hearing committee. The Dean shall promptly notify the defendant of the verdict in his case and shall at the same time inform him of his right to appeal.

e. Sanctions. The Judicial Council shall have the power to recommend the following penalties:

1. Expulsion: Dismissal from the School of Medicine with the recommendation that the person never be readmitted.

2. Suspension: Dismissal for a specified period of time in which the student is ineligible to proceed with work for credit.

3. Probation: An action which places the student on notice that his conduct has not been satisfactory. The student is notified in writing of expulsion, suspension, or probation and a copy of the letter remains in the student's record as a permanent record.

4. No disciplinary action.

5. Any other lesser penalty deemed warranted in a particular case. This might include censure, admonition, etc..

f. Imposition of Sanctions.

The Dean, Medical and Allied Education, shall impose the sanction(s) recommended by the Judicial Council.

g. Right of Appeal.

1. On any sanction imposed pursuant to paragraph e, the Accused shall have the right to appeal to the Dean. A written notice of appeal must be submitted to the Office of the Dean within forty-eight hours of the time the Accused is apprised of the findings of the Judicial Council and imposition of sanctions.

2. A written draft of the appeal must be submitted within one week of the time the Accused is apprised of the findings. The appeal shall document the grounds on which it is made. The appeal shall be made on the following grounds only:

a. Procedural error substantially affecting the rights of the Accused.

b. Incompatibility of the verdict with the evidence.

c. Excessive penalty not in accord with "current community standards".

d. New evidence of a character directly to affect the verdict but on which the original tribunal had refused a new hearing.

e. Error in applying or interpreting the rule under which the case was originally tried.

f. New evidence which may directly affect the verdict. In these circumstances, the case will be referred back to the Judicial Council for review.

3. In no case shall an appeal from the Judicial Council result in a *de novo* hearing of previously heard testimony or other evidence; However:

a. The documents transmitted by the original tribunal shall include the tapes of the testimony taken at the hearing. The Accused may, at his own expense, have a transcription of the tape made.

b. The original tribunal shall provide for the Dean written opinions, containing the reasoning upon which the majorities based their decision and any dissenting opinions of members thereof.

- c. The Accused shall submit to the Dean a written statement containing the ground(s) for his appeal and his arguments.
 - d. The Accused shall be allowed to make an oral statement to the Dean to amplify his written arguments. The Dean may question the Accused at this time about his oral statement or his written statement, but shall confine himself to the issues on appeal. These additional statements and arguments shall be recorded.
 - e. The Dean may call a representative of the original tribunal to answer questions concerning written opinions submitted in accordance with paragraph b of this section. This material shall likewise be incorporated in the record.
 - f. In cases where the Dean acquits the Accused, changes the penalty, or directs the original tribunal to conduct a new hearing, he shall submit to the original tribunal a detailed written opinion as to his reasoning. The opinion would be similar to that prescribed in paragraph b of this section.
4. Decisions of the Dean shall be promptly communicated to the applicant with a copy to the original tribunal.
5. The term Dean shall include not only persons appointed to the office but also any other person or persons appointed to perform the functions of the office. The Dean may consult with such members of the University Community as he chooses concerning the disposition of the appeal.
- h. Other Powers. In the case where a student is handicapped in his performance of any School of Medicine responsibilities because of his required attendance at a hearing, the Judicial Council may recommend to the authorities involved that appropriate amends be made.

LEGEND

- 1 - ORIGINAL HOSPITAL
- 2 - DAVIDSON BUILDING
- 3 - BAKER HOUSE
- 4 - EAST ENTRANCE BLDG
- 5 - EAST ENTRANCE ADDITION
- 6 - CLINICAL RESEARCH NO. 1
- 7 - CLINICAL RESEARCH NO. 2
- 8 - REHABILITATION BLDG. NO. 1
- 9 - REHABILITATION BLDG. NO. 2
- 10 - MAINTENANCE AND GARAGE
- 11 - RE-11 BLDG.
- 12 - RESEARCH LAB
- 13 - NATHANIEL H. DIXE BLDG.
- 14 - CLINICAL RESEARCH NO. 3
- 15 - RESEARCH PARK BLDG. NO. 3

- 16 - RESEARCH PARK BLDG. NO. 2
- 17 - RESEARCH PARK BLDG. NO. 4
- 18 - RESEARCH PARK BLDG. NO. 1
- 19 - EYE CENTER
- 20 - CLINICAL RESEARCH ADDITION
- 21 - BASES HOUSE
- 22 - GRADUATE CENTER
- 23 - MARSHALL PICKENS BLDG.
- 24 - HANES ANNEX CLINIC
- 25 - HANES ANNEX CLINIC
- 26 - SANDS MED. MEDICAL SCIENCE 1-8
- 27 - PERSONNEL BUILDING
- 28 - PARKING GARAGE
- 29 - LIBRARY
- 30 - CLINICAL RESEARCH CLINIC
- 31 - EMIN L. JONES BLDG. BASIC CANCER RESEARCH
- 32 - CLINICAL CANCER RESEARCH C.R. NO. 3
- 33 - ANIMAL LABORATORY AND ISOLATION FACILITY (ALIF)
- 34 - HOSPITAL NORTH
- 35 - PARKING GARAGE NO. 3 (PROPOSED)
- 36 - YEARBY ST. PARKING LOT EXPANSION



Indictment of

DUKE University

1978
79

Directory of Officers, Faculty, and Staff

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University
1978
79

Directory of Officers, Faculty, and Staff

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Officers, Faculty, and Staff 1977-78



The Corporation

THE UNIVERSITY TRUSTEES

(The date in parentheses indicates the year of election.)

Trustees whose terms expire 30 June 1979

- Anthony Drexel Duke (1976), New York, N.Y.
- John A. Forlines, Jr. (1974–75; 1976), Granite Falls, N.C.
- C. Howard Hardesty, Jr. (1974), Greenwich, Conn.
- Alfred M. Hunt (1967), Pittsburgh, Pa.
- John H. Knowles (1974), New York, N.Y.
- John Kevin Moore (1976), Durham, N.C.
- William R. Pitts (1968), Charlotte, N.C.
- Thomas Fuller Southgate, Jr. (1959), Mt. Airy, N.C.

From the Alumni

- Mary Elizabeth Hanford Dole (1974), Washington, D.C.
- Edward S. Donnell (1974), Winnetka, Ill.
- Raymond D. Nasher (1968), Dallas, Tex.
- Charles Sylvanus Rhyne (1961), Washington, D.C.

Trustees whose terms expire 30 June 1981

- Karl D. Bays (1974), Lake Forest, Ill.
- Werner Curt Brown (1973), Greenville, Del.
- Thomas A. Finch (1963), Thomasville, N.C.
- John Brooks Fuqua (1974), Atlanta, Ga.
- William H. Muller, Jr. (1974), Charlottesville, Va.
- Mary D. B. T. Semans (1961), Durham, N.C.
- Wilson O. Weldon (1968), Charlotte, N.C.
- Timothy Westmoreland (1975), Blowing Rock, N.C.

From the Alumni

- Alyse Smith Cooper (1975), Burlington, N.C.
- Margaret Adams Harris (1975), Greensboro, N.C.

Edwin L. Jones, Jr. (1970), Charlotte, N.C.
Charles S. Murphy (1970), Annapolis, Md.

Trustees whose terms expire 30 June 1983*

- Nathan T. Garrett (1977), Durham, N.C.
- W. Kenneth Goodson (1966–69; 1972), Richmond, Va.
- Jennifer A. Hillman (1977), South Bend, Ind.
- Wallace H. Kirby (1973), Raleigh, N.C.
- John Alexander McMahon (1970), *Chairman*, Chicago, Ill.
- Kay Goodman Stern (1977), Greensboro, N.C.
- A. Jack Tannenbaum (1977), Greensboro, N.C.
- Edwin C. Whitehead (1974), Greenwich, Conn.

From the Alumni

- Nancy Hanks (1966), Washington, D.C.
- Isobel Craven Lewis (1973), Lexington, N.C.
- Clifford W. Perry (1966), Winston-Salem, N.C.
- Edmund T. Pratt, Jr. (1977), Port Washington, N.Y.

Trustees Emeriti

- ¹Sidney Sherrill Alderman (1934–59), San Francisco, Calif.
- Thomas A. Aldridge (1959–65), Naples, Fla.
- C. Elwood Boulware (1974–76), Durham, N.C.
- Blanche B. Brian (1968–73), Raleigh, N.C.
- ²Merrimon Cuninggim (1963–77), Winston-Salem, N.C.
- Norman Edward Edgerton (1941–69), Raleigh, N.C.

*As of 1 July 1977 of this group, Messrs. Cuninggim, McGhee, and Upchurch became emeritus; Mr Wade completed his two-term limit; and Mr. Kurzweil completed his term as a student trustee.

¹Deceased 21 August 1973.

²Retired 1 July 1977.

Benjamin Ferguson Few (1941–67),
Southport, Conn.
Julius Welch Harriss (1947–73), High Point,
N.C.
Calvin Bryan Houck (1951–67), Roanoke, Va.
Amos Ragan Kearns (1945–75), High Point,
N.C.
³George Crews McGhee (1962–77),
Middleburg, Va.
Ben Neely Miller, Jr. (1958–73), Columbia,
S.C.
Marshall I. Pickens (1963–74), Charlotte,
N.C.
Robert Henry Pinnix (1959–73), Gastonia,
N.C.
Henry E. Rauch (1964–74), Greensboro, N.C.
Frank Odell Sherrill (1959–66), Charlotte,
N.C.
James Raymond Smith (1934–67), Mt. Airy,
N.C.
Estelle Flowers Spears (1951–67), Durham,
N.C.
Richard Elton Thigpen (1953–73), Charlotte,
N.C.
^{3a}Kenneth Crawford Towe (1954–63),
Greenwich, Conn.
⁴Walter McGowan Upchurch, Jr. (1964–77),
New York, N.Y.
James Frederick Von Canon (1959–75),
Sanford, N.C.
George Roberts Wallace (1954–66),
Morehead City, N.C.

Standing Committees of the University Trustees

Executive Committee

John Alexander McMahon, *Chairman*,
Chicago, Ill.
Werner C. Brown, *Vice-Chairman*, Greenville,
Del.
Anthony Drexel Duke, New York, N.Y.
John A. Forlines, Jr., Granite Falls, N.C.
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†Trustee Emeriti.

³Retired 1 July 1977.

^{3a}Deceased 6 January 1978

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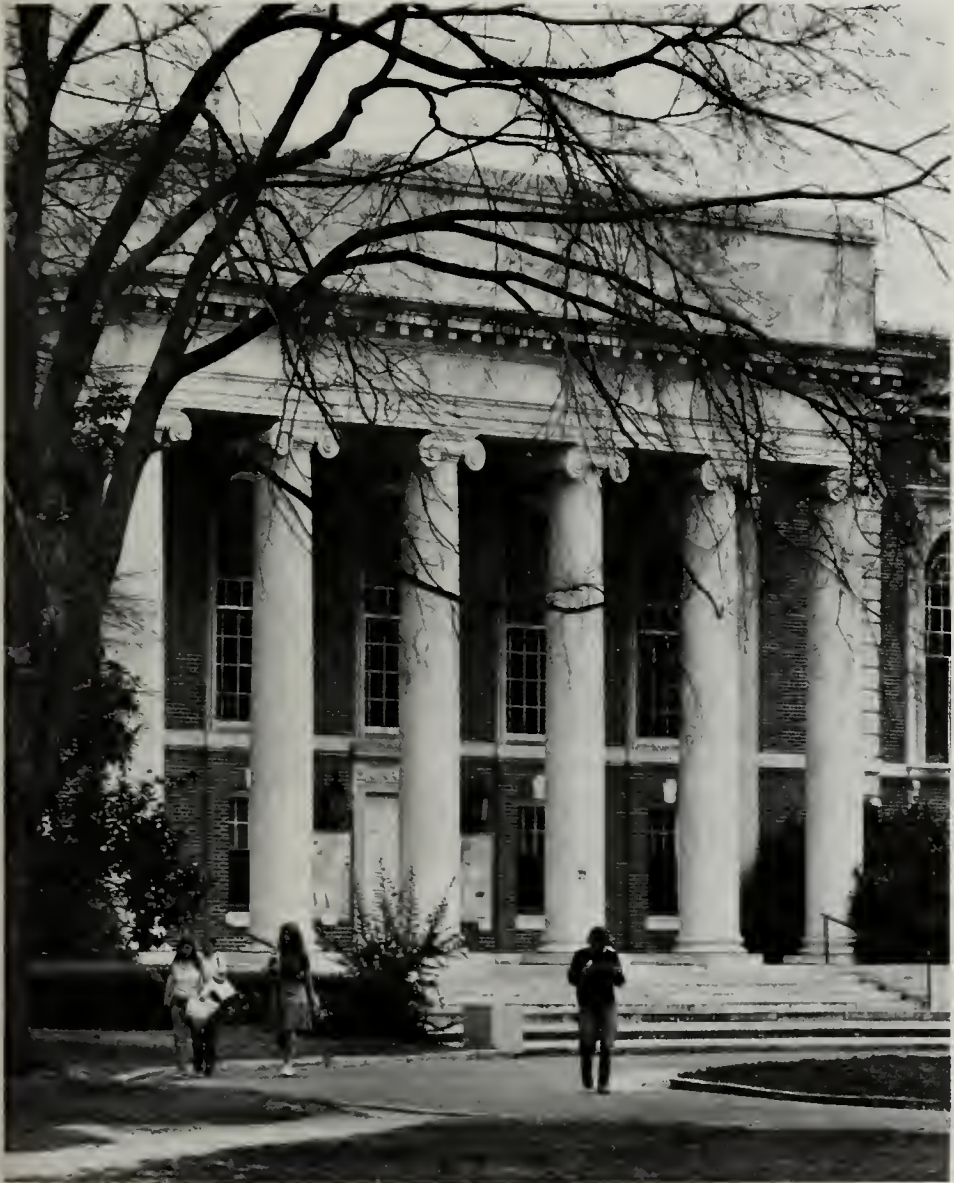
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⁷Deceased 28 April 1977.

⁸Through 8-31-77.

⁹Sabbatical leave, spring 1977-78.

¹⁰Through 5-31-77.

^{10a}Deceased 5 January 1978

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- ¹⁵Artley, John Leslie (1955), D.Eng. (Johns Hopkins), *Professor of Electrical Engineering*, 2714 Wrightwood Avenue
- Ashton, Patricia R. (1972), A.B. (Goucher Coll.), *Associate in Pathology*, 15 Ashley Road
- Askins, Ruth S. (1972), M.S.N. (North Carolina at Chapel Hill), *Assistant Professor of Nursing*, 1906 West B Street, Butner, N.C.
- Baber, Collins Earl (1977), M.D. (Duke), *Assistant Professor of Radiology*, 903 Shepard Street
- Back, Kurt Wolfgang (1959), Ph.D. (Massachusetts Inst. of Tech.), *James B. Duke Professor of Sociology and Professor of Medical Sociology in the Department of Psychiatry*, 2753 McDowell Road
- Baier, Rodger W. (1972), Ph.D. (Washington), *Assistant Professor of Chemistry*, P.O. Box 338, Morehead, N.C.
- Bailey, Joseph Randle (1946), Ph.D. (Michigan), *Professor of Zoology*, 2517 Sevier Street
- Bailey, Lloyd R. (1971), Ph.D. (Hebrew Union Coll.), *Associate Professor of Old Testament in the Divinity School*, 4122 Deepwood Circle
- ¹⁶Baker, Collin F., Jr. (1973), M.D. (Vanderbilt), *Assistant Professor of Community Health Sciences*, 3819 Nottaway Road
- Baker, Frank (1960), Ph.D. (Nottingham, England), *Professor of English Church History in the Divinity School*, 1505 Pinecrest Road
- Baker, John Terrill (1977), M.D. (Harvard), *Assistant Professor of Medicine*, Apartment 4-I, 1315 Morreene Road
- Baker, Kenneth R. (1973), Ph.D. (Cornell), *Associate Professor of Business Administration*, 4113 Huckleberry Drive, Raleigh, N.C.

¹²Through 8-31-77.

¹³Sabbatical leave, fall 1977-78.

¹⁴Through 6-30-77.

¹⁵Sabbatical leave, spring 1977-78.

¹⁶Through 5-31-77.

- Baker, Patricia J.** (1977), Ph.D. (Illinois), *Assistant Medical Research Professor of Pediatrics*, 320 Reade Road, Chapel Hill, N.C.
- Baldwin, Steven Worth** (1970), Ph.D. (California Inst. of Tech.), *Associate Professor of Chemistry*, Apartment 32-M, 4216 Garrett Road
- Baligh, Helmy H.** (1967), Ph.D. (California at Berkeley), *Professor of Business Administration*, Balnagowan Farm, Route 3, Hillsborough, N.C.
- Ballantyne, Robert H.** (1962), Ed.D. (Washington State), *Associate Professor of Education*, 2510 Wrightwood Avenue
- ¹⁷**Bamford, Paul V.** (1974), Ph.D. (North Carolina at Chapel Hill), *Visiting Assistant Professor of Philosophy*, 3914-A Tara Drive, Raleigh, N.C.
- Barber, James David** (1972), Ph.D. (Yale), *James B. Duke Professor of Political Science*, Route 2, Box 371B
- ¹⁸**Barber, Richard T.** (1970), Ph.D. (Stanford), *Associate Professor of Zoology and Associate Professor of Botany*, 101 Sunset Lane, Beaufort, N.C.
- Barlow, Norman Howard**, (1955), Ph.D. (Duke), *Assistant Professor of Romance Languages*, 3852 Somerset Drive
- Barnes, Robert Lloyd** (1965), Ph.D. (Duke), *Professor of Forest Biochemistry*, 5303 Revere Road
- ¹⁹**Barr, Roger Coke** (1969), Ph.D. (Duke), *Associate Professor of Biomedical Engineering and Associate Professor of Pediatrics*, Route 2, Box 278-C, Chapel Hill, N.C.
- Barry, William F., Jr.** (1955), M.D. (Pennsylvania), *Professor of Radiology*, 3208 Ridge Road
- Bartlett, Robert Charles** (1976), M.A. (New York University), *Professor of Physical Therapy*, 4020 Nottaway Road
- Barton, Joanne A.** (1974), M.S.N. (Kentucky), *Clinical Instructor in the School of Nursing and Clinical Associate in Pediatrics*, 914 Hale Street
- Bashore, Thomas M.** (1976), M.D. (Ohio State), *Associate in the Department of Medicine*, Route 7, Box 135
- Bassett, Frank Houston, III** (1963), M.D. (Louisville), *Professor of Orthopaedics and Assistant Professor of Anatomy*, 3940 Dover Road
- ²⁰**Battle, Joseph** (1970), Ph.D. (Michigan), *Associate Professor of Business Administration*, 1636 Marion Avenue
- Baumann, Gilbert** (1976), Dr.Sc. (Swiss Federal Institute of Tech.), *Assistant Medical Research Professor of Physiology*, Route 2, Box 431-D, Hillsborough, N.C.
- Baylin, George Jay** (1939), M.D. (Duke), *R. J. Reynolds Industries Professor of Medical Education, Professor of Radiology, and Professor of Otolaryngology in the Department of Surgery*, 2535 Wrightwood Avenue
- Beach, William Waldo** (1946), B.D., Ph.D. (Yale), *Professor of Christian Ethics in the Divinity School*, 130 Pinecrest Road
- Beall, Hie Ping** (1974), Ph.D. (Tulane), *Assistant Medical Research Professor of Anatomy and Assistant Medical Research Professor of Physiology*, 1008 Horton Road
- Behar, Victor S.** (1968), M.D. (Duke), *Associate Professor of Medicine*, 1821 Woodburn Road
- Behn, Robert D.** (1973), Ph.D. (Harvard), *Associate Professor of Policy Sciences*, Apartment 5-I, 200 Seven Oaks Road
- Bell, Michael C.** (1975), M.B.A. (George Washington), *Visiting Assistant Professor of Naval Science*, 5802 Sandstone Drive
- Bell, Robert M.** (1972), Ph.D. (California at Berkeley), *Assistant Professor of Biochemistry*, 4300 Rhew Drive
- Bennett, Peter Brian** (1972), Ph.D. (Univ. of Southampton, England), *Professor of Anesthesiology and Associate Professor of Physiology*, 3010 Harriman Drive
- Benson, Dudley Woodrow, Jr.** (1974), Ph.D. (North Carolina at Chapel Hill), M.D. (Duke), *Assistant Professor of Pediatrics*, Route 2, Box 395, Hillsborough, N.C.
- Bentov, Marilyn** (1976), Ed.D. (Harvard), *Associate in Community and Family Medicine*, Apartment 17, 2330 Hilton Avenue
- Bergland, John K.** (1973), M.Div. (United Theological Seminary), D.D., *Associate Professor of Homiletics in the Divinity School*, 3920 Berry Bush Place
- ²¹**Bergquist, Charles W.** (1972), Ph.D. (Stanford), *Assistant Professor of History*, 39 Davie Circle, Chapel Hill, N.C.
- Beskind, Donald Haskell** (1977), LL.M. (Duke), *Assistant Professor of Law*, Apartment 11, 2030 Bedford Street
- Bessent, Helga Wilde** (1964), M.A. (Vanderbilt), *Assistant Professor of Germanic Languages and Literature*, 2117 Englewood Avenue
- Bevan, William** (1974), Ph.D. (Duke), *William Preston Few Professor of Psychology*, 1540 Hermitage Court

¹⁷Through 8-31-77.

¹⁸Sabbatical leave, spring 1977-78 and fall 1978-79.

¹⁹Sabbatical leave 1977-78.

²⁰Sabbatical leave, fall 1977-78.

²¹Leave of absence 1977-78.

- Biedenbarn, Lawrence Christian, Jr. (1961), Ph.D. (Massachusetts Inst. of Tech.), *Professor of Physics*, 2716 Sevier Street
- Biermann, Alan W. (1974), Ph.D. (California at Berkeley), *Assistant Professor of Computer Science*, 211 Severin Street, Chapel Hill, N.C.
- Bigner, Darell D. (1972), Ph.D., M.D. (Duke), *Associate Professor of Pathology, Assistant Professor of Experimental Surgery, and Lecturer in the Department of Microbiology and Immunology*, 4308 Samoa Court
- Billings, William Dwight (1952), Ph.D. (Duke), *James B. Duke Professor of Botany*, 1628 Marion Avenue
- Bilpuch, Edward G. (1962), Ph.D. (North Carolina at Chapel Hill), *Professor of Physics*, 106 Cherokee Circle, Chapel Hill, N.C.
- Bird, Warren P. (1968), M.S.L.S. (Columbia), *Associate Professor of Medical Literature*, 35 Stoneridge Circle
- Bittikofer, John A. (1970), Ph.D. (Purdue), *Associate in Clinical Biochemistry*, 424 Valley Drive
- Black, Mary Ann (1974), M.S. (North Carolina at Chapel Hill), *Associate in Psychiatric Social Work in the Department of Psychiatry*, 615 Orindo Drive
- Blackburn, Elizabeth C. (1972), M.Ed. (Virginia Commonwealth), *Associate in Radiology*, 1009 Stonehedge Avenue
- ²²Blackburn, John O. (1962), Ph.D. (Florida), C.P.A., *Professor of Economics*, 208 Pineview Road
- Blackmon, Lillian R. (1973), M.D. (Arkansas), *Associate Professor of Pediatrics and Associate Professor of Obstetrics and Gynecology*, 1535 Hermitage Court
- Blake, Robert Lincoln (1949), *Associate in Medical Art in the Division of Audiovisual Education*, 609 Ruby Street
- Bland, Kalman P. (1973), Ph.D. (Brandeis), *Associate Professor of Religion*, 503 Longleaf Drive, Chapel Hill, N.C.
- ²³Blanks, Mary M. (1975), M.H.A. (Duke), *Assistant Professor of Health Administration*, Apartment C-12, 1829 Front Street
- Blaydon, Colin C. (1975), Ph.D. (Harvard), *Associate Professor of Policy Sciences and Business Administration*, 1817 Woodburn Road
- Blazer, Daniel G., II (1976), M.D. (Tennessee), *Assistant Professor of Psychiatry*, 5102 Longleaf Drive
- Blum, Jacob Joseph (1962), Ph.D. (Chicago), *Professor of Physiology*, 2525 Perkins Road
- Blumenfeld, Donald S. (1977), B.A. (Rutgers), *Lecturer in Dance*, 604 Cleaveland Street
- Bobula, James A. (1975), Ph.D. (Ohio State), *Assistant Professor of Community and Family Medicine*, 3619 Dover Road
- Bocchino, Anthony J. (1974), J.D. (Connecticut), *Associate Professor of Law*, 3803 Hillgrand Drive
- Bolnick, Bruce R. (1974), Ph.D. (Yale), *Assistant Professor of Economics*, 704 Brighton Road
- Bolognesi, Dani P. (1971), Ph.D. (Duke), *Professor of Experimental Surgery and Associate Professor of Virology*, 2511 Sevier Street
- Bonar, Robert A. (1959), Ph.D. (California at Berkeley), *Associate Professor of Biophysics in the Department of Surgery*, Route 2, Box 407-A, Chapel Hill, N.C.
- Bonaventura, Celia J. (1975), Ph.D. (Texas), *Assistant Medical Research Professor of Biochemistry*, 127 Circle Drive, Beaufort, N.C.
- Bonaventura, Joseph (1972), Ph.D. (Texas), *Assistant Medical Research Professor of Biochemistry*, 127 Circle Drive, Beaufort, N.C.
- ²⁴Bone, Allan Hadley (1944), M.M. (Eastman), *Professor of Music*, 2725 Sevier Street
- Bonk, James (1959), Ph.D. (Ohio State), *Professor of Chemistry*, 112 Pinecrest Road
- Bonner, Jack W., III (1971), M.D. (Texas), *Assistant Professor of Psychiatry*, 27 Windsor Road, Asheville, N.C.
- Bookhout, Elizabeth Circle (1932-43; 1945), Ph.D. (New York), *Professor of Physical Education*, 1307 Alabama Avenue
- ²⁵Boon, James A. (1974), Ph.D. (Chicago), *Associate Professor of Anthropology*, 918 Urban Avenue
- Borchardt, Frank L. (1971), Ph.D. (Johns Hopkins), *Associate Professor of Germanic Languages and Literature*, 100 East Forest Hills Boulevard
- ²⁶Borstelmann, Lloyd J. (1953), Ph.D. (California at Berkley), *Professor of Psychology and Professor of Medical Psychology in the Department of Psychiatry*, 2506 Francis Street
- Bossen, Edward Hecht (1972), M.D. (Duke), *Associate Professor of Pathology*, 7 Thackeray Place
- Boudewyns, Patrick A. (1975), Ph.D. (Wisconsin), *Associate Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology (part-time)*, 101 Buena Vista Way, Chapel Hill, N.C.
- ²⁷Boudreaux, Gregory (1972), Ph.D. (Duke), *Visiting Assistant Professor of Philosophy*, Apartment 1, 804 Lancaster Street

²²Leave of absence, spring 1977-78.

²³Through 8-31-77.

²⁴Sabbatical leave, fall 1977-78.

²⁵Through 8-31-77.

²⁶Leave of absence, spring 1977-78.

²⁷Through 8-31-77.

- ²⁸Bourbous, Shirley Elaine Potts (1970), M.S.N. (North Carolina at Chapel Hill), *Assistant Professor of Nursing*, 1106 Hill Street
- Boynton, John E. (1968), Ph.D. (California at Davis), *Professor of Botany*, 1808 Woodburn Road
- Braasch, Ernest R. (1976), M.D. (State Univ. of New York), *Associate in Psychiatry*, 4114 Deepwood Circle
- Bracewell, Joyce (1973), M.S.W. (Florida State), *Associate in Psychiatric Social Work*, 74 Manetta Road, Asheville, N.C.
- Bradford, William Dalton (1966), M.D. (Western Reserve), *Associate Professor of Pathology and Assistant Professor of Pediatrics*, 3724 Hope Valley Road
- Bradley, David Gilbert (1949), Ph.D. (Yale), *Professor of Religion*, 2507 Sevier Street
- ²⁹Bradsher, Charles Kilgo (1939), Ph.D. (Harvard), *James B. Duke Professor of Chemistry*, 118 Pinecrest Road
- Braibanti, Ralph (1953), Ph.D. (Syracuse), *James B. Duke Professor of Political Science*, 3805 Darby Road
- ³⁰Brame, Robert Griffin (1970), M.D. (North Carolina at Chapel Hill), *Professor of Obstetrics and Gynecology*, 2806 Dekalb Street
- Branch, Eleanor F. (1972), Ph.D. (Duke), *Associate Professor of Physical Therapy*, 207 Oak Hill Drive
- Brannon, Linda J. (1976), Ph.D. (Pennsylvania State), *Associate in Medical Psychology in the Department of Psychiatry*, 141 St. Dunstan's Road, Asheville, N.C.
- Brazy, Jane Elmlade (1976), M.D. (Washington Univ.), *Assistant Professor of Pediatrics and Assistant Professor of Obstetrics and Gynecology*, Route 2, University Acres, Chapel Hill, N.C.
- Breslin, Marianne S. (1968), M.D. (Medical Academy, Dusseldorf, Germany), *Associate Professor of Psychiatry*, 1704 Michaux Road, Chapel Hill, N.C.
- Bressler, Bernard (1954), M.D. (Washington Univ.), *Professor of Psychiatry*, 3724 Knollwood Drive
- ³¹Bridge, Mary M. (1976), M.Ed. (North Carolina at Chapel Hill), *Assistant Professor of Nursing*, 55 Circle Drive, Chapel Hill, N.C.
- Bright, Donald S. (1975), M.D. (Maryland), *Assistant Professor of Orthopaedic Surgery*, 9 Winthrop Court
- Briner, William H. (1970), B.S. (Temple), *Assistant Professor of Radiology*, 3100 Ithaca Court
- Broda, Kenneth R. (1977), Ph.D. (Duke), *Associate in the Department of Pathology*, 1820 Atterbury Lane
- Brodie, H. Keith H. (1974), M.D. (Columbia), *Professor of Psychiatry*, 63 Beverly Drive
- Bromage, Philip Raikes (1977), M.B. (London University, England), *Professor of Anesthesiology and Professor of Obstetrics and Gynecology*, 5 Sylvan Road
- Bronfenbrenner, Martin (1971), Ph.D. (Chicago), William R. Kenan, Jr. *Professor of Economics and Lecturer in History*, 2915 Friendship Road
- Broome, Oscar Whitfield, Jr. (1977), Ph.D. (Illinois), *Visiting Associate Professor of Management Sciences in the Graduate School of Business Administration*, 1904 Rolling Road, Chapel Hill, N.C.
- Brown, Charlotte Vestal (1971), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Art*, 1206 Williamson Drive, Raleigh, N.C.
- Brown, Earl I., II (1960), Ph.D. (Texas), *J. A. Jones Professor of Civil Engineering*, 1631 Marion Avenue
- ³²Brown, Jay Howard Joel (1971), M.D. (Boston Univ.), *Assistant Professor of Anesthesiology*, 5343 Yardley Terrace
- Brown, Montague (1975), D.P.H. (North Carolina at Chapel Hill), *Professor of Health Administration*, 20 Howell Lane, Chapel Hill, N.C.
- Brown, Toby Louis (1977), M.D. (North Carolina at Chapel Hill), *Assistant Professor of Radiology*, Route 2, Box 489, Hillsborough, N.C.
- Brumley, George William, Jr. (1967), M.D. (Duke), *Associate Professor of Pediatrics and Associate Professor of Obstetrics and Gynecology*, 3415 Surry Road
- Brundage, Dorothy J. (1968), M.N. (Emory), *Assistant Professor of Nursing*, Route 6, Box 215, Mebane, N.C.
- Bruno, Frederick P. (1972), M.S. (Florida), *Associate in Radiology in the Nuclear Medicine Division*, 813 Chalice Street
- Bryan, Anne-Marie (1964), M.A.T. (Duke), *Assistant Professor of Romance Languages*, 1017 Norwood Avenue
- ³³Bryan, Paul Robey, Jr. (1951), Ph.D. (Michigan), *Professor of Music*, 1108 Watts Street
- Buck, Brian (1977), D.Phil. (Oxford), *Visiting Professor of Physics*, Apartment 2-G, 1505 Duke University Road
- Buckley, C. Edward (1963), M.D. (Duke), *Professor of Medicine and Assistant Professor of Microbiology and Immunology*, 3621 Westover Road
- Buckley, Rebecca Hatcher (1968), M.D. (North Carolina at Chapel Hill), *Professor of Pediatrics and Associate Professor of Immunology*, 3621 Westover Road

²⁸Through 12-31-76.

²⁹Sabbatical Leave, spring 1977-78.

³⁰Through 6-30-77.

³¹Deceased 8 July 1977.

³²Through 3-31-77.

³³Sabbatical leave, spring 1977-78.

- Buckner, Katherine K. (1974), M.S.W. (North Carolina at Chapel Hill), *Associate in Psychiatric Social Work in the Department of Psychiatry*, Box 1206, 309 Glendale Drive, Chapel Hill, N.C.
- Budd, Louis J. (1952), Ph.D. (Wisconsin), *Professor of English*, 2753 McDowell Road
- Buehler, Albert George (1955), M.A. (North Carolina at Chapel Hill), *Professor of Physical Education*, 1718 Woodburn Road
- Bullock, Grace (1957-59; 1967), M.S.N. (North Carolina at Chapel Hill), *Assistant Professor of Nursing*, 3729 Hermine Street
- ³⁴Burch, J. Gordon (1971), M.D. (Univ. of Alberta, Canada), *Assistant Professor of Pediatrics*, 2410 Dawn Trail
- Burch, Warner Miller, Jr. (1977), M.D. (Bowman Gray), *Associate in the Department of Medicine*, 4311 Rocky Springs Road
- Burdick, Donald S. (1962), Ph.D. (Princeton), *Associate Professor of Mathematics and Associate Professor of Biomedical Engineering*, 108 Emerald Circle
- Burford, Walter W. (1970), S.T.M. (Yale), *Assistant Professor of Religion*, 120 West Lynch Street
- Burger, Peter C. (1973), M.D. (Northwestern), *Assistant Professor of Pathology*, Apartment P-6, 2808 Croasdaile Drive
- Burian, Peter H. (1968), Ph.D. (Princeton), *Associate Professor of Classical Studies*, 1610 Delaware Avenue
- Burkett, Elizabeth (1975), M.S.N. (North Carolina at Chapel Hill), *Clinical Instructor in the School of Nursing and Clinical Associate in the Department of Pediatrics*, 5124 Peppercorn Street
- Burns, Richard O. (1964), Ph.D. (Illinois), *Professor of Microbiology*, 4117 Pavilion Place
- Burton, Larry Weldon (1977), Ph.D. (Duke), *Assistant Medical Research Professor of Anesthesiology*, 2839 Chapel Hill Road
- Burton, Richard M. (1970), D.B.A. (Illinois), *Associate Professor of Business Administration*, 1639 Marion Avenue
- Busse, Ewald W. (1953), M.D. (Washington Univ.), *J. P. Gibbons Professor of Psychiatry*, 1132 Woodburn Road
- Butler, Edmund J. (1975), Ph.D. (New York), *Assistant Professor of Mathematics*, Apartment E-14, 901 Chalk Level Road
- Butters, Ronald R. (1967), Ph.D. (Iowa), *Associate Professor of English*, 821 Green Street
- Buzzard, Gale Herbert (1957), Ph.D. (North Carolina State), *Assistant Professor of Mechanical Engineering*, 2716 Tryon Road
- Cady, Edwin H. (1973), Ph.D. (Wisconsin), *Andrew W. Mellon Professor in the Humanities*, Box 168, Route 4, Hillsborough, N.C.
- Cahow, Clark (1968), Ph.D. (Duke), *Associate Professor in the Faculty of Arts and Sciences*, 1106 Watts Street
- Caldwell, David S. (1976), M.D. (Bowman Gray), *Associate in Medicine*, 5313 Ventura Drive
- ³⁵Calkins, Philip B. (1973), Ph.D. (Chicago), *Assistant Professor of History*, 415 Monticello Avenue
- Callaway, Jasper Lamar (1937), M.D. (Duke), *James B. Duke Professor of Dermatology*, 26 Stoneridge Circle
- Campbell, Richard T. (1974), Ph.D. (Wisconsin), *Assistant Professor of Sociology*, 1114 Wells Street
- Camporesi, Enrico M. (1977), M.D. (Univ. of Milan, Italy), *Assistant Professor of Anesthesiology*, 5338 Yardley Terrace
- Cannon, Marjory A. (1976), M.M.Sc. (Emory), *Associate in Physical Therapy*, Apartment 104, 3518 Mayfair Street
- ³⁶Cantor, Murray R. (1974), Ph.D. (California at Berkeley), *Assistant Professor of Mathematics*, 1022 Rose Hill Avenue
- Carbone, Peter, Jr. (1966), Ed.D. (Harvard), *Associate Professor of Education*, 5509 Pelham Road
- ³⁷Carlitz, Leonard (1932), Ph.D. (Pennsylvania), *James B. Duke Professor of Mathematics*, 2303 Cranford Road
- Caron, Marc G. (1977), Ph.D. (Miami), *Assistant Medical Research Professor of Medicine*, 2606 Evans Drive
- Carson, Robert Charles (1960), Ph.D. (Northwestern), *Professor of Psychology and Professor of Medical Psychology in the Department of Psychiatry*, Apartment 31, 3775 Guess Road
- Carter, James H. (1971), M.D. (Howard), *Assistant Professor of Psychiatry*, 3310 Pine Grove Road, Raleigh, N.C.
- Carter, Reginald D. (1971), Ph.D. (Bowman Gray), *Adjunct Assistant Professor of Community and Family Medicine and Adjunct Assistant Professor of Physiology*, Route 4, Box 63, Hillsborough, N.C.
- Cartmill, Matthew (1969), Ph.D. (Chicago), *Associate Professor of Anatomy and Associate Professor of Anthropology*, Route 2, Box 547
- Cartwright, William H. (1951), Ph.D. (Minnesota), *Professor of Education*, 3610 Britt Street

³⁴Through 6-10-77.

³⁵Through 8-31-77.

³⁶Through 8-31-77.

³⁷Retired 8-31-77.

- Caserta, Ernesto G.** (1970), Ph.D. (Harvard), *Assistant Professor of Romance Languages*, 2516 Sevier Street
- Casseday, John H.** (1972), Ph.D. (Indiana), *Assistant Medical Research Professor of Otolaryngology in the Department of Surgery and Assistant Professor of Psychology*, 2711 Augusta Drive
- Cavanagh, G. S. T.** (1962), B.L.S. (McGill), *Professor of Medical Literature*, 42 Kimberly Drive
- Cavenar, Jesse Oscar** (1971), M.D. (Arkansas), *Associate Professor of Psychiatry*, 1509 Cumberland Road, Chapel Hill, N.C.
- ³⁸**Cell, John W.** (1962), Ph.D. (Duke), *Associate Professor of History*, 1011 Highland Woods, Chapel Hill, N.C.
- Chaddock, Jack B.** (1966), Sc.D. (Massachusetts Inst. of Tech.), *Professor of Mechanical Engineering*, 10 Learned Place
- Chafe, William H.** (1971), Ph.D. (Columbia), *Associate Professor of History*, 820 Tinkerbell Road, Chapel Hill, N.C.
- ³⁹**Chaiken, Leon Edward** (1952), M.F. (Cornell), *Professor of Forest Management*, 2737 Dogwood Road
- Chandler, Arthur C., Jr.** (1965), M.D. (Duke), *Associate Professor of Ophthalmology and Associate in the Department of Anatomy*, 6 Cotswald Place
- Charlesworth, James H.** (1969), Ph.D. (Duke), *Associate Professor of Religion*, 4022 West Cornwallis Road
- Charlton, Oliver Patrick** (1977), M.B. (Witwatersrand, Johannesburg), *Assistant Professor of Radiology*, 81 Beverly Drive
- Chen, James T. T.** (1965), M.D. (National Defense Med. Center, Taiwan), *Professor of Radiology*, 2528 Sevier Street
- Chesnut, Donald B.** (1965), Ph.D. (California Inst. of Tech.), *Professor of Chemistry*, 4404 Malvern Road
- Cheung, Kwok-Sing** (1974), Ph.D. (Saskatchewan), *Assistant Medical Research Professor of Pediatrics*, 3716 Suffolk Street
- Christakos, Arthur C.** (1963), M.D. (South Carolina), *Professor of Obstetrics and Gynecology and Associate Professor of Community and Family Medicine*, 3102 Surry Road
- Christensen, Norman L., Jr.** (1973), Ph.D. (California at Santa Barbara), *Assistant Professor of Botany*, 2909 Omah Street
- Christie, George C.** (1967), S.J.D. (Harvard), *Professor of Law*, Apartment 26-J, 2836 Chapel Hill Road
- Ciferri, Alberto** (1977), Ph.D. (Rome), *Visiting Professor of Chemistry*, 412 Carolina Circle
- Ciampi, Giorgio** (1964), M.A. (Paris Conservatory, France), *Artist-in-Residence in the Department of Music*, 3614 Westover Road
- Clapp, James R.** (1963), M.D. (North Carolina at Chapel Hill), *Professor of Medicine and Associate Professor of Physiology*, 4030 King Charles Road
- Clark, Howard G., III** (1968), Ph.D. (Maryland), *Professor of Biomedical Engineering and Materials Science*, 19 Oak Drive
- Clark, William Mackey** (1977), M.D. (Harvard), *Assistant Professor of Radiology*, Apartment 24-E, 2836 Chapel Hill Road
- Clark, William W., III** (1976), Ph.D. (Duke), *Instructor and Research Associate in Physics*, 3818 Hillgrand Drive
- Clarke, Edmund M., Jr.** (1976), Ph.D. (Cornell), *Assistant Professor of Computer Science*, Apartment 22, 18 Balmoray Court
- Cleaveland, Frederic N.** (1971), Ph.D. (Princeton), *Professor of Political Science*, 1822 North Lake Shore Drive, Chapel Hill, N.C.
- Cleeve, Damien Maxwell** (1977), M.B. (Monash Univ., Victoria, Australia), *Associate in Radiology*, 4008 Hillgrande Drive
- Cleveland, William Porter** (1972), Ph.D. (Wisconsin), *Assistant Medical Research Professor of Community and Family Medicine*, 2020 Sunset Avenue
- Clifford, Edward** (1965), Ph.D. (Minnesota), *Professor of Medical Psychology in the Department of Psychiatry, Professor of Medical Psychology in the Department of Surgery, and Lecturer in Psychology*, 2535 Sevier Street
- Clippinger, Frank W.** (1957), M.D. (Washington Univ.), *Professor of Orthopaedic Surgery*, 3514 Rugby Road
- Clum, John M.** (1966), Ph.D. (Princeton), *Associate Professor of English*, 4006 Inwood Drive
- Cobb, Frederick R.** (1971), M.D. (Mississippi), *Associate Professor of Medicine and Associate in Physiology*, 3724 Suffolk Street
- Cocks, Franklin H.** (1972), Sc.D. (Massachusetts Inst. of Tech.), *Professor of Materials Science*, 2960 Friendship Road
- Cohen, Harvey Jay** (1971), M.D. (State Univ. of New York), *Associate Professor of Medicine*, 2811 Friendship Circle
- Cohen, Kalman J.** (1974), Ph.D. (Carnegie-Mellon), *Distinguished Bank Research Professor of Business Administration*, 2312 Honeysuckle Court, Chapel Hill, N.C.

³⁸Sabbatical leave 1977-78.

³⁹Retired 2-28-77.

- Coie, John (1968), Ph.D. (California at Berkeley), *Associate Professor of Psychology*, 123 West Woodridge Drive
- Cole, T. Boyce (1969), M.D. (North Carolina at Chapel Hill), *Associate Professor of Otolaryngology*, 3808 Darwin Road
- Collier, David Alan (1977), Ph.D. (Ohio State), *Assistant Professor of Business Administration*, Apartment 202, 3553 Mayfair Street
- Collins, F. Farrell, Jr. (1976), M.D. (Vermont), *Associate in Medicine*, Apartment 5-D, 624 LaSalle Street
- Collins, Jeffrey J. (1974), Ph.D. (Harvard), *Assistant Professor of Experimental Surgery and Assistant Professor of Microbiology and Immunology*, 306-A Estes Drive, Chapel Hill, N.C.
- ⁴⁰Colton, Joel G. (1947), Ph.D. (Columbia), *Professor of History*, 215 East 68th Street, #316, New York, N.Y.
- Colver, Robert Merle (1953), Ed.D. (Kansas), *Associate Professor of Education*, 2720 Circle Drive
- Connolly, John L., Jr. (1974), Ph.D. (Pennsylvania), *Assistant Professor of Art*, 107 Pinecrest Road
- ⁴¹Convery, Frank (1971), Ph.D. (State Univ. of New York), *Associate Professor of Forest Resource Economics*, 2315 Wilson Street
- Cook, Philip J. (1973), Ph.D. (California at Berkeley), *Assistant Professor of Policy Sciences and Economics*, 141 Stateside Drive, Chapel Hill, N.C.
- Cook, Wesley A. Jr. (1971), M.D. (Oregon), *Associate Professor of Neurosurgery*, 1829 Front Street
- Coppedge, Hallie M. (1966), M.S.W. (North Carolina at Chapel Hill), *Associate in Psychiatric Social Work*, 3435 Cromwell Road
- ⁴²Cordle, Thomas Howard (1950), Ph.D. (Yale), *Professor of Romance Languages*, 916 West Markham Avenue
- Corey, Gordon Ralph (1977), M.D. (Baylor), *Associate in the Department of Medicine*, Apartment 52-B, 3022 Chapel Hill Road
- Corless, Joseph M. (1972), Ph.D., M.D. (Duke), *Assistant Professor of Anatomy and Associate in Ophthalmology*, 1114 Iredell Street
- ⁴³Corless, Roger J. (1970), Ph.D. (Wisconsin), *Associate Professor of Religion*, Apartment 10-B, 1600 Anderson Street
- Corley, Ronald B. (1977), Ph.D. (Duke), *Assistant Medical Research Professor of Immunology*, 123 Fairintosh
- Corrie, Bruce A. (1965), Ph.D. (Indiana), *Associate Professor of Physical Education*, 3223 Haddon Road
- Costanzo, Philip R. (1968), Ph.D. (Florida), *Associate Professor of Psychology*, 406 Lyons Road, Chapel Hill, N.C.
- Costello, Martin J. (1975), Ph.D. (Duke), *Assistant Professor of Anatomy*, 404 East Markham Avenue
- Costlow, John D. (1959), Ph.D. (Duke), *Professor of Zoology*, 201 Ann Street, Beaufort, N.C.
- Cotanch, Patricia H. (1977), M.Ed. (Pittsburgh), *Instructor in Nursing*, 729 Blenheim Drive, Raleigh, N.C.
- Counce, Sheila J. (1968), Ph.D. (Edinburgh), *Associate Professor of Anatomy*, 3101 Camelot Court
- Cox, Edwin B. (1975), M.D. (Duke), *Associate in the Department of Medicine*, 630 Starmont Drive
- ⁴⁴Cox, Robert Calvin (1942), M.A. (Columbia), *Associate Professor of Physical Education*, 1913 University Drive
- Crapo, James D. (1976), M.D. (Rochester), *Assistant Professor of Medicine*, 5908 Marble Drive
- Creasman, William T. (1970), M.D. (Baylor), *Associate Professor of Obstetrics and Gynecology*, 2944 Friendship Road
- Crellin, John Keith (1977), Ph.D. (London), *Associate Professor of Community and Family Medicine (Medical History)*, 1521 Crestwood Lane, Chapel Hill, N.C.
- Crenshaw, Marion Carlyle (1964), M.D. (Duke), *E. C. Hamblen Professor of Family Planning and Reproductive Medicine and Associate Professor of Pediatrics*, 5501 Roxboro Road
- Cresswell, Peter (1973), Ph.D. (Univ. of London), *Assistant Professor of Immunology*, 2621 Augusta Drive
- Croker, Byron Pennington, Jr. (1977), M.D., Ph.D. (Duke), *Assistant Professor of Pathology*, 3015 Weymouth
- Cromer, John A. (1975), Ph.D. (North Dakota), *Assistant Medical Research Professor of Anesthesiology*, 508 Rippling Stream Road
- Crovitz, Elaine K. (1964), Ph.D. (Duke), *Associate Professor of Medical Psychology in the Department of Psychiatry, Assistant Professor of Urology, and Lecturer in Psychology*, 2745 Montgomery Street
- Crovitz, Herbert F. (1963), Ph.D. (Duke), *Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology*, 3600 Tremont Drive
- ⁴⁵Crumbliss, Alvin L. (1970), Ph.D. (Northwestern), *Associate Professor of Chemistry*, 2826 Stuart Drive

⁴⁰Leave of absence 9-1-74 through 8-31-79.

⁴¹Sabbatical leave 1977-78.

⁴²Leave of Absence, spring 1977-78.

⁴³Sabbatical leave 1977-78.

⁴⁴Leave of absence, fall 1977-78.

⁴⁵Sabbatical leave, spring 1977-78.

- Culberson, William L. (1955), Ph.D. (Wisconsin), *Professor of Botany*, Route 7, George King Road
- Currie, William D. (1967), Ph.D. (North Carolina at Chapel Hill), *Associate Professor of Radiology*, 3611 Randolph Road
- ⁴⁶Currier, Barry A. (1976), J.D. (South Carolina), *Visiting Assistant Professor of Law*, 3203 Cromwell Road
- Cushman, Robert Earl (1945), B.D., Ph.D. (Yale), L.H.D., *Research Professor of Systematic Theology in the Divinity School*, 2719 Spencer Street
- Cusson, Ronald Y. (1970), Ph.D. (California Inst. of Tech.), *Associate Professor of Physics*, 241 Seminole Drive, Chapel Hill, N.C.
- Daffner, Richard H. (1976), M.D. (State Univ. of New York at Buffalo), *Assistant Professor of Radiology*, 3442 Rugby Road
- Daniels, Charles A. (1970), Ph.D. (Duke), M.D. (Vanderbilt), *Associate Professor of Pathology*, 4 Sylvan Road
- ⁴⁷Davenport, Ollie Belle (1961), M.S.N. (Western Reserve), *Assistant Professor of Nursing*, 905 West Knox Street
- Davies, David George (1961), Ph.D. (California at Los Angeles), *Professor of Economics*, 2631 McDowell Road
- Davies, William David (1966), D.D. (Wales), F.B.A., *George Washington Ivey Professor of Advanced Studies in New Testament and Research in Christian Origins in the Divinity School*, 228 Monticello Avenue
- Davis, Calvin D. (1962), Ph.D. (Indiana), *Professor of History*, 907 Monmouth Avenue
- Davis, David A. (1971), M.D. (Vanderbilt), *Professor of Anesthesiology*, Kings Mill Road, Chapel Hill, N.C.
- ⁴⁸Davis, Guy C., Jr. (1975), Ph.D., M.D. (Emory), *Assistant Professor of Anesthesiology*, 2420 Alpine Road
- Davis, James Norman (1972), M.D. (Cornell), *Associate Professor of Medicine (Neurology)*, 3509 Suffolk Street
- Davis, Lucy Tolbert (1969), Ed.D. (Columbia), *Associate Professor of Education and Clinical Associate in Therapeutic Education in the Department of Psychiatry*, 705 Gimghoul Road, Chapel Hill, N.C.
- Davis, Walter Etchells (1972), M.D. (Duke), *Assistant Professor of Medicine*, 3815 St. Marks Road
- Dawson, Jeffrey R. (1972), Ph.D. (Case Western Reserve), *Assistant Professor of Immunology in the Department of Microbiology and Immunology*, 902 Clarion Drive
- Day, Eugene Davis (1962), Ph.D. (Delaware), *Professor of Immunology and Professor of Experimental Surgery*, 2727 McDowell Road
- Dearlove, Judith E. (1976), Ph.D. (Virginia), *Assistant Professor of English*, 1028 Monmouth Avenue
- ⁴⁹Decker, Peter R. (1975), Ph.D. (Columbia), *Assistant Professor of Policy Sciences and History*, 1607 Hermitage Court
- Dees, John Essary (1939), M.D. (Virginia), *Professor of Urology*, 413 Carolina Circle
- Dees, Susan Coons (1939), M.D. (Johns Hopkins), *Professor of Pediatrics*, 413 Carolina Circle
- Delaney, Thomas Jeremiah (1974), M.S. (Naval Postgraduate School), *Assistant Professor of Health Administration*, 1602 Stacy Drive
- De La Torre, Christina S. (1977), M.D. (Buenos Aires State Univ.), *Clinical Associate in the Department of Community and Family Medicine*, 2523 Wilson Street
- Dellinger, David C. (1968), Ph.D. (Stanford), *Associate Professor of Business Administration*, 19 Heath Place
- Dellinger, Walter Estes, III (1969), LL.B. (Yale), *Professor of Law*, 513 Franklin Street, Chapel Hill, N.C.
- ⁵⁰Delson, Jeffrey H. (1975), Ph.D. (New Mexico State Univ.), *Temporary Assistant Professor of Zoology*, Route 8, Box 345-A
- De Lucia, Frank (1969), Ph.D. (Duke), *Associate Professor of Physics*, 4335 Sterling Drive
- deMarchi, Neil B. (1971), Ph.D. (Australian National Univ.), *Associate Professor of Economics*, 2437 Sedgfield Drive, Chapel Hill, N.C.
- ⁵¹DeMott, Deborah (1975), J.D. (New York Univ.), *Assistant Professor of Law*, 1708 Curtis Road, Chapel Hill, N.C.
- DeNeef, A. Leigh (1969), Ph.D. (Pennsylvania State), *Associate Professor of English*, Apartment 7-B, 2818 Erwin Road
- Dennis, Vincent W. (1973), M.D. (Georgetown), *Assistant Professor of Medicine*, 2510 Tryon Road
- Dent, Sara Jamison (1955), M.D. (South Carolina), *Professor of Anesthesiology*, Route 4, Box 526, Hillsborough, N.C.
- Dery, Gretchen J. (1969), M.S. (Catholic Univ.), *Assistant Professor of Nursing*, 1329 Clermont Drive
- Diamond, Irving T. (1958), Ph.D. (Chicago), *James B. Duke Professor of Psychology, Professor of Physiology, and Lecturer in Anatomy*, 4231-D American Drive

⁴⁶Through 6-30-77.

⁴⁷Leave of absence 9-1-76 through 8-31-78.

⁴⁸Through 12-31-76.

⁴⁹Leave of absence 1977-78.

⁵⁰Through 5-31-77.

⁵¹Leave of absence 7-1-77 through 6-30-78.

- Di Bona, Joseph (1967), Ph.D. (California at Berkeley), *Associate Professor of Education*, Route 1, Box 306, Timberlake, N.C.
- DiCarlo, Elizabeth Michelle (1977), M.P.H. (North Carolina at Chapel Hill), *Associate in Community and Family Medicine*, 106 North Estes Drive, Chapel Hill, N.C.
- ⁵²Dickens, Robert L. (1949), M.S. (North Carolina at Chapel Hill), C.P.A., LL.D., *Professor of Accounting in the Department of Management Sciences* 2717 Circle Drive
- ⁵³di Corcia, Joseph (1975), Ph.D. (Duke), *Assistant Professor of History*, 102 West Duke Building
- Diehl, Kenneth Robert (1972), D.M.D. (Harvard), *Assistant Clinical Professor of Orthodontics in the Department of Surgery*, 2961 Welcome Drive
- ⁵⁴Dietz, Alice E. (1970), M.P.H. (North Carolina at Chapel Hill), *Assistant Professor of Nursing* 1705 Allard Road, Chapel Hill, N.C.
- Dilley, William G. (1976), Ph.D. (California at Berkeley), *Assistant Professor of Experimental Surgery*, 2507 Foxwood, Chapel Hill, N.C.
- ⁵⁵Dirlik, Arif (1971), Ph.D. (Rochester), *Associate Professor of History*, 2101 Strebor Road
- Doiron, Theodore Danos (1977), Ph.D. (Duke), *Instructor and Research Associate in Physics*, Apartment 12-J, 2836 Chapel Hill Road
- Dorr, Darwin A. (1975), Ph.D. (Florida State), *Associate Professor of Medical Psychology in the Department of Psychiatry*, 54 Briarwood Road, Asheville, N.C.
- ⁵⁶Dorsey, Frank C. (1971), Ph.D. (Duke), *Assistant Professor of Community Health Sciences and Assistant Professor of Pathology*, 204 Forestwood Drive
- Doss, George W. (1976), M.D. (Texas), *Clinical Associate in the Department of Psychiatry*, 510 Windsor Road, Asheville, N.C.
- Douglass, Fenner (1974), M.Mus. (Oberlin Coll.), *Professor of Music*, 1516 Woodburn Road
- Drezner, Marc K. (1975), M.D. (Pittsburgh), *Assistant Professor of Medicine*, 4629 Pinedale Drive
- Duffey, Bernard I. (1963), Ph.D. (Ohio State), *Professor of English*, 2732 Dogwood Road
- Duke, Kenneth Lindsay (1940), Ph.D. (Duke), *Associate Professor of Anatomy*, 2736 McDowell Road
- Dunlap, Connie R. (1975), A.M.L.S. (Michigan), *Professor in the Faculty of Arts and Sciences and University Librarian*, 1616 Pinecrest Road
- Durack, David Tulloch (1977), M.B. (West Australia), D.Phil (Oxford), *Associate Professor of Medicine*, 1700 Laundry Road
- Duran, Walter N. (1974), Ph.D. (Catholic Univ., Chile), *Assistant Medical Research Professor of Physiology and Assistant Medical Research Professor of Experimental Surgery*, Apartment 13-F, 3301 Shannon Road
- Durden, Robert F. (1952), Ph.D. (Princeton), *Professor of History*, 2532 Wrightwood Avenue
- Dutton, John A. (1975), M.S. (Ohio State), *Professor of Aerospace Studies*, 3700 Sandy Ridge Lane
- Dvorak, George Jiri (1967), Ph.D. (Brown), *Professor of Civil Engineering and Professor of Biomedical Engineering*, 2956 Friendship Road
- Dyer, Allen R. (1976), M.D. (Duke), *Assistant Professor of Psychiatry and Assistant Professor of Community and Family Medicine*, 930 West Markham Avenue
- Eaker, Mark R. (1977), Ph.D. (Stanford), *Assistant Professor of Business Administration*, 1214 West Cornwallis Road
- Easley, Ronald B. (1975), M.D., Ph.D. (Oklahoma), *Assistant Professor of Medicine*, Route 2, Box 405-A
- Eckle, Elaine Martha (1971), M.A. (North Carolina at Chapel Hill), *Assistant Clinical Professor of Physical Therapy*, 309 Lindsay Street, Carrboro, N.C.
- Eckerman, Carol O. (1972), Ph.D. (Columbia), *Assistant Professor of Psychology*, 301 Hoot Owl Lane, Chapel Hill, N.C.
- Eddy, Ruth Buchanan (1952), M.S. (Smith), *Associate Professor of Physical Education*, 702 Louise Circle
- Edwards, Herbert O., Sr. (1974), Ph.D. (Brown), *Associate Professor of Black Church Studies in the Divinity School*, 2733 Sevier Street
- Edwards, Sam B. (1974), M.D. (Duke), *Assistant Professor of Pediatrics*, Apartment 89, Flint Ridge, Hillsborough, N.C.
- Effmann, Eric Leonard (1977), M.D. (Indiana), *Associate Professor of Radiology*, 1512 Arboretum Drive, Chapel Hill, N.C.
- Efird, James Michael (1962), Ph.D. (Duke), *Associate Professor of Biblical Languages and Interpretations in the Divinity School*, 2609 Heather Glen Road
- Elchlepp, Jane G. (1960), Ph.D. (Chicago), M.D. (Iowa), *Associate Professor of Pathology*, Route 1, Box 77, Cornwallis Road
- Eldridge, Albert F. (1970), Ph.D. (Kentucky), *Associate Professor of Political Science*, 806 Onslow Street
- Ellinwood, Everett H., Jr. (1966), M.D. (North Carolina at Chapel Hill), *Professor of Psychiatry and Assistant Professor of Pharmacology*, 3519 Tonbridge Way
- Ellis, George John, III (1970), M.D. (Harvard), *Assistant Professor of Medicine*, 2743 Sevier Street

⁵²Sabbatical leave, fall 1977-78

⁵³Leave of absence, fall 1977-78.

⁵⁴Through 8-31-77.

⁵⁵Sabbatical leave, spring 1977-78.

⁵⁶Through 12-31-76.

- Elsevier, Ernest (1950), M.S.M.E. (Georgia Inst. of Tech.), *Associate Professor of Mechanical Engineering*, 2412 Wrightwood Avenue
- Erickson, Carl (1966), Ph.D. (Rutgers), *Professor of Psychology*, 106 Newell Street
- Erickson, Harold P. (1970), Ph.D. (Johns Hopkins), *Associate Professor of Anatomy*, 1108 Minerva Avenue
- Erickson, Robert P. (1961), Ph.D. (Brown), *Professor of Psychology and Associate Professor of Physiology*, 238-C Terry Road, Route 1, Hillsborough, N.C.
- Erwin, Charles W. (1969), M.D. (Texas), *Adjunct Associate Professor of Psychiatry*, 15 Scott Place
- Espejo, Jose A. (1975), Ph.D. (Columbia), *Assistant Professor of Business Administration*, 1800 Lake Park Drive, Raleigh, N.C.
- Estes, E. Harvey, Jr. (1953), M.D. (Emory), *Professor of Community and Family Medicine and Professor of Medicine*, 3542 Hamstead Court
- Evans, Evan A. (1973), Ph.D. (California at San Diego), *Associate Professor of Biomedical Engineering and Assistant Professor of Experimental Orthopaedics*, Route 1, Box 184-V2, Hillsborough, N.C.
- Evans, Lawrence E. (1963), Ph.D. (Johns Hopkins), *Associate Professor of Physics*, 1020 Demerius Street
- Everett, Robinson Oscar (1956), LL.M. (Duke), *Professor of Law*, 601-A LaSalle Street
- Evers, Mark (1973), Ph.D. (Michigan), *Assistant Professor of Sociology*, 145 Windsor Circle, Chapel Hill, N.C.
- Fairbank, Henry A. (1962), Ph.D. (Yale), *Professor of Physics*, 1515 Pinecrest Road
- Falcone, Carmen M. (1946), M.A. (Ohio State), *Professor of Physical Education*, 1402 Woodburn Road
- Falcone, David J. (1975), Ph.D. (Duke), *Assistant Professor of Health Administration and Assistant Professor of Political Science*, Apartment 8, 2029 Bedford Street
- Falletta, John M. (1976), M.D. (Kansas), *Associate Professor of Pediatrics*, 803 Cedar Falls Road, Chapel Hill, N.C.
- Farmer, Joseph C., Jr. (1971), M.D. (Duke), *Associate Professor of Otolaryngology*, 3020 Harriman Avenue
- Farris, Donn Michael (1959), M.Div. (Duke), *Professor of Theological Bibliography in the Divinity School*, 921 Buchanan Boulevard
- Fay, Joseph Wayne (1977), M.D. (Ohio State), *Associate in the Department of Medicine*, 5616 Falkirk Drive
- Fein, John Morton (1950), Ph.D. (Harvard), *Professor of Romance Languages*, 2726 Montgomery Street
- Feldman, Jerome M. (1968), M.D. (Northwestern), *Associate Professor of Medicine*, 2744 Sevier Street
- Fenoaltea, Stefano (1977), Ph.D. (Harvard), *Visiting Associate Professor of Economics*, Apartment D-2, 1336 Newcastle Road
- Ferguson, Arthur Bowles (1939), Ph.D. (Cornell), *Professor of History*, 22 Lebanon Circle
- ⁵⁷Ferguson, Oliver W. (1957), Ph.D. (Illinois), *Professor of English*, 1212 Arnette Avenue
- ⁵⁸Fetouh, Saleh A., (1972), Dr.P.H. (North Carolina at Chapel Hill), M.D. (Cairo Univ.), *Associate in Radiology*, 2001 Dartmouth Drive
- Fetter, Bernard F. (1951), M.D. (Duke), *Professor of Pathology*, 3836 Somerset Drive
- Feussner, John R. (1976), M.D. (Vermont), *Associate in Medicine*, Apartment 3, 207 Pinegate Circle, Chapel Hill, N.C.
- Filston, Howard C. (1976), M.D. (Western Reserve), *Associate Professor of Pediatric Surgery and Associate Professor of Pediatrics*, 3618 Stoneybrook Drive
- Fischer, Gregory W. (1973), Ph.D. (Michigan), *Assistant Professor of Policy Sciences and Psychology*, 1300 Oakland Avenue
- Fishburn, Robert Irl (1976), M.D. (California at Irvine), *Associate in Radiology*, 2420 Alpine Road
- Fjeld, Jon (1977), Ph.D. (Toronto), *Assistant Professor of Philosophy*, Apartment 24-E, 2752 Middleton Street
- Flath, Daniel Evans (1977), Ph.D. (Harvard), *Assistant Professor of Mathematics*, Apartment A, 1605 Sedgfield Street
- Fleishman, Joel L. (1971), LL.M. (Yale), *Professor of Law*, 205 Wood Circle, Chapel Hill, N.C.
- ⁵⁹Fletcher, William H. (1974), Ph.D. (California at Berkeley), *Assistant Professor of Anatomy*, 2012 Woodrow Street
- Flowers, Anne (1972), Ed.D. (Duke), *Professor of Education*, 9 Glenmore Drive
- Flowers, Maxine Rogers (1971), M.S. (Columbia), *Associate in Psychiatric Social Work*, 128 Pinecrest Road
- Floyd, Walter L. (1959), M.D. (Johns Hopkins), *Professor of Medicine*, 3556 Hamstead Court
- Fluke, Donald J. (1958), Ph.D. (Yale), *Professor of Zoology*, 2703 Sevier Street
- Fornell, Claes Goran Arne (1977), Ph.D. (Lund), *Visiting Assistant Professor of Management Sciences in the Graduate School of Business Administration*, 1909 Rolling Road, Chapel Hill, N.C.
- Fortney, Lloyd R. (1964), Ph.D. (Wisconsin), *Associate Professor of Physics*, 2 Scott Place

⁵⁷Sabbatical leave, fall 1977-78.

⁵⁸Through 6-30-77.

⁵⁹Through 6-30-77.

- ⁶⁰Fortune, Ellen Gwendolyn (1964), M.A. (Western Reserve), *Professor of Nursing*, 5203 Shady Bluff Street
- ⁶¹Forward, Richard B., Jr. (1971), Ph.D. (California at Santa Barbara) *Associate Professor of Zoology*, 414 Ann Street, Beaufort, N.C.
- Foscue, Henry A., Jr. (1977), M.D. (Duke), *Associate in the Department of Medicine*, 48 Glenmore Drive
- ⁶²Foster, Derrell V. (1974), Ph.D. (Texas), *Assistant Professor of Computer Science*, Apartment C-2, 2105 Camellia Drive
- Fowler, John Alvis (1953), M.D. (Bowman Gray), *Professor of Psychiatry and Lecturer in Education*, 2721 Spencer Street
- ⁶³Fowlie, Wallace (1964), Ph.D. (Harvard), *James B. Duke Professor of Romance Languages*, Apartment 17-D, 2820 Chapel Hill Road
- Fox, Elisabeth June (1977), M.B. (London), *Associate Professor of Anesthesiology*, 901 Greenwood Road, Chapel Hill, N.C.
- Fox, Glynn H. (1977), M.S.W. (Louisiana State), *Clinical Associate in Psychiatric Social Work in the Department of Psychiatry*, 417 Carolina Circle
- ⁶⁴Fox, Richard G. (1968), Ph.D. (Michigan), *Professor of Anthropology*, 1601 Kent Street
- Fridovich, Irwin (1958), Ph.D. (Duke), *James B. Duke Professor of Biochemistry*, 3517 Courtland Drive
- Friedl, Ernestine (1973), Ph.D. (Columbia), *Professor of Anthropology*, Apartment D, 3080 Colony Road
- Friedman, Stephen William (1977), M.D. (Tulane), *Clinical Associate in the Department of Community and Family Medicine*, 904 Monmouth Avenue
- ⁶⁵Friedman, Zvi (1975), Ph.D. (Tel-Aviv University), *Visiting Assistant Professor of Physics*, Apartment 206, 3520 Mayfair Street
- Friedrich, John A. (1963), Ph.D. (Michigan State), *Professor of Physical Education*, 2953 Welcome Drive
- Frothingham, Thomas Eliot (1973), M.D. (Harvard), *Professor of Pediatrics and Professor of Community and Family Medicine*, 2604 McDowell Road
- Fuchs, James C. A. (1974), M.D. (Johns Hopkins), *Burroughs Wellcome Associate Professor of Surgery and Burroughs Wellcome Assistant Professor of Pharmacology*, 3920 Dover Road
- Fulkerson, Conrad C. (1974), M.D. (Missouri), *Associate in the Department of Medicine*, 2712 Legion Avenue
- Furbish, William J. (1954), M.S. (Wisconsin), *Associate Professor of Geology*, Route 2, Box 31, Hillsborough, N.C.
- Gaede, Jane T. (1974), M.D. (Duke), *Assistant Professor of Pathology*, P.O. Box 747, Hillsborough, N.C.
- Gall, Stanley A. (1973), M.D. (Minnesota), *Associate Professor of Obstetrics and Gynecology*, 3902 St. Marks Road
- Gallagher, John J. (1974), M.D. (Georgetown), *Associate Professor of Medicine*, 401 Lakeshore Lane, Chapel Hill, N.C.
- Gallemore, Johnnie L., Jr. (1969), M.D. (Emory), J.D. (Duke), *Associate Professor of Psychiatry*, 2945 Friendship Road
- Gallie, Thomas Muir, Jr. (1954-55, 1956), Ph.D. (Rice), *Professor of Computer Science*, 21 Glenmore Drive
- ⁶⁶Gallien, Maudie Elaine (1976), M.S. (Alabama), *Inst-uctor in Nursing*, 102 Pinegate Circle, Apt. 2, Chapel Hill, N.C.
- Gallis, Harry A. (1973), M.D. (Duke), *Assistant Professor of Medicine and Associate in the Department of Microbiology and Immunology*, Route 2, Chesidy Circle, Chapel Hill, N.C.
- Garbutt, John T. (1969), M.D. (Temple), *Assistant Professor of Medicine*, 3836 Churchill Circle
- Garci-Gomez, Miguel (1973), Ph.D. (Catholic Univ.), *Associate Professor of Romance Languages*, 1108 Stonehedge Avenue
- Garg, Devendra P. (1972), Ph.D. (New York Univ.), *Professor of Mechanical Engineering*, 324 Smith Drive
- Gasswint, Charles David (1972), Ph.D. (Oklahoma), *Associate in Medical Psychology in the Department of Psychiatry and Lecturer (part-time) in Psychology*, 2204 University Drive
- Gavins, Raymond (1970), Ph.D. (Virginia), *Associate Professor of History*, 20-28 Flint Ridge Apartments, Hillsborough, N.C.
- Gebel, Peter (1973), M.D. (Harvard), *Assistant Professor of Medicine*, 2905 Friendship Road
- Gehlbach, Stephen H. (1976), M.D. (Case Western Reserve), *Assistant Professor of Community and Family Medicine (Epidemiology) and Associate in Pediatrics*, 526 Dogwood Drive, Chapel Hill, N.C.
- Gehman, Ila H. (1959), Ed.D. (Pennsylvania State), *Associate Professor of Medical Psychology in the Department of Psychiatry, Lecturer in Psychology, and Lecturer in Education*, 2703 Spencer Street

⁶⁰Retired 8-31-77.

⁶¹Sabbatical leave 1977-78.

⁶²Through 8-31-77.

⁶³Sabbatical leave, fall 1977-78.

⁶⁴Sabbatical leave, fall 1977-78.

⁶⁵Through 8-31-77.

⁶⁶Through 8-31-77.

- Gehman, W. Scott, Jr.** (1954), Ph.D. (Pennsylvania State), *Professor of Psychology in Education*, 2703 Spencer Street
- Gehweiler, John A., Jr.** (1967), M.D. (Duke), *Associate Professor of Radiology*, 3551 Hamstead Court
- ⁶⁷**Gelein, Janet Gay** (1970), M.S. (Duke), *Assistant Professor of Nursing*, Route 7, Box 269-A
- Gentry, W. Doyle** (1969), Ph.D. (Florida State), *Professor of Medical Psychology in the Department of Psychiatry, Associate Professor of Medical Psychology in Orthopaedic Surgery, and Lecturer in Psychology*, 212 Brook Lane
- George, Edward R.** (1977), M.D. (Miami), *Associate in the Department of Medicine*, 514 Duluth Street
- George, Linda K.** (1977), Ph.D. (Duke), *Assistant Professor of Medical Sociology in the Department of Psychiatry and Associate in Physical Therapy*, Route 3, Box 292
- George, Rhett Truesdale, Jr.** (1957), Ph.D. (Florida), *Assistant Professor of Electrical Engineering*, Route 4, Box 431, Hillsborough, N.C.
- Georgiade, Nicholas G.** (1951), D.D.S., M.D. (Duke), *Professor of Plastic, Maxillofacial, and Oral Surgery*, 2523 Wrightwood Avenue
- Gerber, Gerald E.** (1962), Ph.D. (Northwestern), *Associate Professor of English*, 3115 Stanford Drive
- ⁶⁸**Gerhart, Susan** (1973), Ph.D. (Carnegie-Mellon), *Assistant Professor of Computer Science*, Apartment 42, 4100 Five Oaks Drive
- Gianturco, Daniel T.** (1966), M.D. (Buffalo), *Professor of Psychiatry and Assistant Professor of Community and Family Medicine*, 2925 Friendship Road
- Gifford, James F., Jr.** (1977), Ph.D. (Duke), *Associate Professor of Community and Family Medicine (Medical History)*, 321 Riverdale Drive
- Gilbert, David B.** (1972), M.D. (Colorado), *Assistant Professor of Medicine*, 3212 Pinafore Drive
- Gilgore, Robert S.** (1969), M.D. (Pennsylvania), *Assistant Professor of Medicine (Dermatology)*, 811 Kenmore Road Chapel Hill, N.C.
- Gillespie, Hal G.** (1971), M.D. (Med. Coll. of South Carolina), *Assistant Clinical Professor of Psychiatry*, Route 1, Box 482, Weaverville, N.C.
- Gillham, Nicholas W.** (1968), Ph.D. (Harvard), *Professor of Zoology*, 1211 Woodburn Road
- Ginsburg, Paul B.** (1976), Ph.D. (Harvard), *Associate Professor of Policy Sciences and Associate Professor of Community and Family Medicine*, 112 Hunterhill Road, Chapel Hill, N.C.
- Giron, Louis Tellez, Jr.** (1977), M.D. (Washington Univ.), *Associate in the Department of Medicine*, 3708 Suffolk Street
- Glander, Kenneth E.** (1975), Ph.D. (Chicago), *Assistant Professor of Anthropology*, 1223 Vickers Avenue
- Glenn, James F.** (1963), M.D. (Duke), *Professor of Urology*, 27 Oak Drive
- Golding, Martin P.** (1976), Ph.D. (Columbia), *Professor of Philosophy*, 3011 Buckingham Road
- Goldner, Joseph Leonard** (1950), M.D. (Nebraska), *Professor of Orthopaedic Surgery*, 602 East Forest Hills Boulevard
- Goldsmith, Lowell A.** (1973), M.D. (Downstate Med. Center, New York), *Associate Professor of Medicine (Dermatology)*, 2932 Welcome Drive
- Gollberg, Harold R.** (1972), M.D. (Texas), *Associate in Psychiatry*, 73 West Kensington, Asheville, N.C.
- Gooding, Linda R.** (1974), Ph.D. (Cornell), *Assistant Professor of Immunology*, 4007 Hillgrand Drive
- Goodling, Richard A.** (1959), Ph.D. (Pennsylvania State), *Professor of Pastoral Psychology in the Divinity School*, Route 7, Box 308, Farrington Road
- Goodrich, Jack K.** (1965), M.D. (Tennessee), *Professor of Radiology*, 2940 Welcome Drive
- Goodwin, Craufurd D.** (1962), Ph.D. (Duke), *James B. Duke Professor of Economics*, Box 957, Saint Mary's Road, Hillsborough, N.C.
- ⁶⁹**Goodwyn, Lawrence C.** (1971), Ph.D. (Texas), *Associate Professor of History and Senior Research Associate in the Center for Southern Studies*, 2906 Welcome Drive
- Gordy, Walter** (1946), Ph.D. (North Carolina at Chapel Hill), LL.D., *James B. Duke Professor of Physics*, 2521 Perkins Road
- Goree, John A.** (1959), M.D. (Duke), *Professor of Radiology*, Route 7, Box 223A
- Goshaw, Alfred T.** (1973), Ph.D. (Wisconsin), *Assistant Professor of Physics*, Hills of New Hope, R.R.2, Chapel Hill, N.C.
- Grabowski, Henry G.** (1972), Ph.D. (Princeton), *Professor of Economics*, 2423 Rosewood Court, Chapel Hill, N.C.
- Graedon, Teresa** (1975), Ph.D. (Michigan), *Assistant Professor of Nursing and Adjunct Assistant Professor of Anthropology*, 215 Pineview Road
- Graff, Jon Charles** (1977), Ph.D. (Maryland), *Medical Research Associate in the Department of Microbiology and Immunology*, Apartment 27-H, 2752 Middleton Street
- Graham, Daniel A.** (1969), Ph.D. (Duke), *Professor of Economics*, Apartment 4-G, 632 LaSalle Street
- Graham, Doyle G.** (1970), Ph.D., M.D. (Duke), *Assistant Professor of Pathology*, 816 Watts Street
- Gratz, Pauline** (1969), Ed.D. (Columbia), *Professor of Human Ecology in Nursing*, 220 Dacian Avenue

⁶⁷Leave of absence 6-1-77 through 5-31-78.

⁶⁸Through 8-31-77.

⁶⁹Leave of absence 1977-78.

- Gray, Roberta Skinner (1977), M.D. (North Carolina at Chapel Hill), *Associate in the Department of Pediatrics*, 3000-B Sparger Road
- Green, Robert Lee, Jr. (1960), M.D. (Hahemann), *Professor of Psychiatry*, 2300 Whitley Drive
- Green, Robert W. (1973), Ph.D. (Hawaii), *Associate in Experimental Surgery*, 1610 Sycamore Street
- Greene, Martha Ann (1977), M.S.N. (Duke), *Assistant Professor of Nursing*, Apartment 38-F, 3311 Shannon Road
- Greene, Ronald C. (1958), Ph.D. (California Inst. of Tech.), *Associate Professor of Biochemistry*, 1014 Norwood Avenue
- Greenfield, Joseph C., Jr. (1962), M.D. (Emory), *Professor of Medicine and Assistant Professor of Physiology*, 1212 Virginia Avenue
- Gregg, John R. (1957), Ph.D. (Princeton), *Professor of Zoology*, 3702 Randolph Road
- Gregg, Robert C. (1974), Ph.D. (Pennsylvania), *Assistant Professor of Patristics and Medieval Church History in the Divinity School*, 218 Vance Street, Chapel Hill, N.C.
- ⁷⁰Gregory, Jean Flynn (1973), M.S.W. (Connecticut), *Associate in Psychiatric Social Work in the Department of Psychiatry*, 2413 Prince Street
- ⁷¹Griffin, James R., Jr. (1974), M.S. (Southern California), *Visiting Assistant Professor of Aerospace Studies*, 611-D Hibbard Drive, Chapel Hill, N.C.
- ⁷²Grimes, John H. (1970), M.D. (Northwestern), *Associate Professor of Urology*, 3420 Sheridan Drive
- Groce, M. Ann (1977), M.D. (North Carolina at Chapel Hill), *Assistant Professor of Anesthesiology*, 3817 Hillgrand Avenue
- Grosch, William Neil (1974), M.D. (Albany), *Assistant Professor of Psychiatry*, 2745 McDowell Road
- ⁷³Gross, Samson R. (1960), Ph.D. (Columbia), *Professor of Genetics and Biochemistry*, 2411 Prince Street
- Gross, Steven J. (1977), M.D. (Maryland), *Assistant Professor of Pediatrics*, 103 Walden Place, Chapel Hill, N.C.
- Grossman, Herman (1971), M.D. (Columbia), *Professor of Radiology and Professor of Pediatrics*, 405 Lakeshore Lane, Chapel Hill, N.C.
- Grubb, Barbara Rodwell (1977), Ph.D. (Northwestern), *Temporary Instructor and Research Associate in Zoology*, Box 200B, Route 1
- Grufferman, Seymour (1976), M.D. (State Univ. of New York), *Assistant Professor of Community and Family Medicine (Epidemiology) and Assistant Professor of Pediatrics*, Apartment 24, 2330 Hilton Avenue
- ⁷⁴Grzybowski, Kazimierz (1971), S.J.D. (Harvard), *Professor of Political Science and Part-time Professor in the School of Law*, 2605 University Drive
- Guild, Walter Rufus (1960), Ph.D. (Yale), *Professor of Biophysics*, 2625 McDowell Road
- Gunnells, J. Caulie (1962), M.D. (South Carolina), *Professor of Medicine*, 3317 Devon Road
- Gutknecht, John W. (1969), Ph.D. (North Carolina at Chapel Hill), *Associate Professor of Physiology*, 123 Crescent Drive, Beaufort, N.C.
- Gutknecht, William F. (1971), Ph.D. (Purdue), *Assistant Professor of Chemistry*, 2631 Tanglewood Drive
- Gutman, Laura E. T. (1972), M.D. (Stanford), *Associate Professor of Pediatrics and Assistant Professor of Pharmacology*, 2403 Wrightwood Avenue
- Gutman, Robert A. (1971), M.D. (Florida), *Associate Professor of Medicine*, 2403 Wrightwood Avenue
- Gutmann, Catherine A. (1977), M.P.H. (Michigan), *Assistant Professor of Nursing*, 24-H Stratford Hills Apartments, Chapel Hill, N.C.
- Guttman, Norman (1951), Ph.D. (Indiana), *Professor of Psychology*, 201 West Woodridge Drive
- Habig, Robert L. (1969), Ph.D. (Purdue), *Assistant Professor of Clinical Biochemistry*, 722 Duluth Street
- Hackel, Donald B. (1960), M.D. (Harvard), *Professor of Pathology*, 4018 Bristol Road
- Hacker, Herbert, Jr. (1965), Ph.D. (Michigan), *Associate Professor of Electrical Engineering*, 2739 Montgomery Street
- Hagen, Per-Otto F. (1970), F.H.W.C. (Watt, Edinburgh, Scotland), *Associate Medical Research Professor of Experimental Surgery and Adjunct Assistant Professor of Biochemistry*, 1129 Little Creek Road
- Halber, Michael David (1977), M.D. (Colorado), *Assistant Professor of Radiology*, 114 Fairintosh Place
- ⁷⁵Hall, Allen S. (1973), Ph.D. (Ohio State), *Assistant Professor of Speech and Hearing Pathology in the Department of Surgery*, Apartment B-17, 2112 Broad Street
- ⁷⁶Hall, Dwight Hubert (1968), Ph.D. (Purdue), *Assistant Medical Research Professor of Biochemistry*, 3816 Hillgrand Drive
- Hall, Hugh Marshall, Jr. (1952), Ph.D. (Texas), *Professor of Political Science*, 613 Swift Avenue
- Hall, James E. (1974), Ph.D. (California at Riverside), *Assistant Professor of Physiology*, 28 Lebanon Circle

⁷⁰Through 6-24-77.

⁷¹Through 8-15-77.

⁷²Through 6-30-77.

⁷³Sabbatical leave 1977-78.

⁷⁴Sabbatical leave, spring 1977-78.

⁷⁵Through 6-30-77.

⁷⁶Through 12-31-76.

- Hall, Joanne E. (1972), M.S. (Ohio State Univ.), *Associate Professor of Nursing*, Route 1, Box 366, Cedar Grove, N.C.
- Hall, Kenneth D. (1958), M.D. (Duke), *Professor of Anesthesiology*, 2715 Montgomery Street
- Hall, William C. (1970), Ph.D. (Duke), *Associate Professor of Anatomy and Associate Professor of Psychology*, 129 Pinecrest Road
- ⁷⁷Hallowell, John Hamilton (1942), Ph.D. (Princeton), Litt.D., *James B. Duke Professor of Political Science*, 3606 Darwin Road
- Hamilton, Iain (1962), B.M. (London), *Mary Duke Biddle Professor of Music*, 40 Park Avenue, 19-D, New York, N.Y.
- ⁷⁸Hamilton, John D. (1971), M.D. (Colorado), *Associate Professor of Medicine*, 3300 East Oak Drive
- Hamilton, Michael Amin (1971), M.P.H. (North Carolina at Chapel Hill), *Assistant Professor of Community and Family Medicine and Clinical Associate in the Department of Medicine*, Route 2, Box 116, Chapel Hill, N.C.
- Hammett, Elliott Bryan (1973), M.D. (Duke), *Assistant Professor of Psychiatry*, Box 75, Polks Landing Station, Chapel Hill, N.C.
- Hammond, Charles B. (1968), M.D. (Duke), *Associate Professor of Obstetrics and Gynecology*, 2827 McDowell Road
- Hammond, William Edward (1968), Ph.D. (Duke), *Associate Professor of Community and Family Medicine and Assistant Professor of Biomedical Engineering*, 4000 Forrestdale Drive
- Hammond, W. Michael (1976), M.Ph. (Columbia), *Assistant Professor of Anthropology*, Route 4, Box 535-A, Chapel Hill, N.C.
- Hamner, W. Clay (1977), D.B.A. (Indiana), *Professor of Business Administration*, 422 Westwood Drive, Chapel Hill, N.C.
- Han, Moo Young (1967), Ph.D. (Rochester), *Associate Professor of Physics*, 615 Duluth Street
- ⁷⁹Handler, Phillip (1939), Ph.D. (Illinois), *James B. Duke Professor of Biochemistry and Nutrition*, 2700 Virginia Avenue, #1401 West, Washington, D.C.
- Handwerker, Stuart (1971), M.D. (Maryland), *Associate Professor of Pediatrics and Assistant Professor of Physiology*, 2951 Friendship Road
- Haney, Arthur F. (1976), M.D. (Arizona), *Assistant Professor of Obstetrics and Gynecology and Associate in the Department of Radiology*, 818 Anderson Street
- Hanks, John Kennedy (1954), M.A. (Columbia), *Professor of Music and Lecturer in Church Music*, 11 Scott Place
- Hansen, John P. (1976), M.D. (Wisconsin), *Assistant Professor of Community and Family Medicine*, 2318 Thunder Road
- Harman, Charles M. (1961), Ph.D. (Wisconsin), *Professor of Mechanical Engineering*, 2620 McDowell Road
- Harmel, Merel H. (1971), M.D. (Johns Hopkins), *Professor of Anesthesiology*, 3434 Rugby Road
- Harrelson, John M. (1973), M.D. (Duke), *Assistant Professor of Orthopaedics and Assistant Professor of Pathology*, Route 1, Box 140-A, Bahama, N.C.
- Harris, Cecil Craig (1967), M.S. (Tennessee), *Associate Professor of Radiology*, 2910 Welcome Drive
- Harris, Harold Joseph (1960), M.D. (Long Island Coll. of Medicine), *Associate Professor of Psychiatry and Assistant Professor of Pediatrics*, 2628 McDowell Road
- Harris, Jerome Sylvan (1936), M.D. (Harvard), *J. Buren Sidbury Professor of Pediatrics and Professor of Biochemistry*, Route 2, Box 427-AA, Pleasant Green Road
- Harris, Leland (1977), Ph.D. (Iowa), *Visiting Professor of Chemistry*, Apartment 28-C, 2836 Chapel Hill Road
- Harris, Robert H., Jr. (1974), M.D. (Med. Coll. of Georgia), *Assistant Professor of Medicine*, 237 Argonne Drive
- Hartwig, Geoffrey B. (1977), M.D. (Duke), *Associate in the Department of Medicine*, 2027 Woodrow Street
- Hartwig, Gerald W. (1970), Ph.D. (Indiana), *Associate Professor of History*, 3324 Rolling Hill Road
- Harvey, William John (1961), M.A. (North Carolina at Chapel Hill), *Assistant Professor of Physical Education*, 5118 Russell Road
- Harwell, George Corbin (1935), Ph.D. (Duke), *Associate Professor of English*, 2115 Wilson Street
- Hathaway, Albert Earl (1970), M.D. (Hahnemann), *Associate in Community and Family Medicine (Occupational Medicine)*, 711 Staley Drive, Raleigh, N.C.
- ⁸⁰Hauch, Thomas Wray (1977), M.D. (Northwestern), *Associate in Medicine (Hematology)*, 1114 Saxony
- Havighurst, Clark C. (1964), J.D. (Northwestern), *Professor of Law and Professor of Community and Family Medicine*, 3610 Dover Road
- Havrilesky, Thomas M. (1969-70; 1971), Ph.D. (Illinois), *Associate Professor of Economics*, 1508 Alabama Avenue
- Hawkins, David Miller (1972), M.D. (Duke), *Assistant Professor of Psychiatry*, Route 7, Box 195

⁷⁷Sabbatical leave, fall 1977-78.

⁷⁸Leave of absence 7-1-77 through 6-30-78.

⁷⁹Leave of absence 7-1-69 through 6-30-79.

⁸⁰Through 6-30-77.

- Hawkins, Hal K. (1973), Ph.D., M.D. (Duke), *Assistant Professor of Pathology*, Route 2, Box 407, Chapel Hill, N.C.
- ⁸¹Hawley, Willis D. (1972), Ph.D. (California at Berkeley), *Associate Professor of Policy Sciences and Political Science*, 1917 South Lake Shore Drive, Chapel Hill, N.C.
- Hayes, Morris L. (1975), M.S. (Rensselaer Polytechnic Institute), *Professor of Naval Science*, 4124 Cobblestone Drive
- Hedges, Inez Kathleen (1976), Ph.D. (Wisconsin), *Assistant Professor of Romance Languages*, 712 Underwood Avenue
- Hellmers, Henry (1965), Ph.D. (California at Berkeley), *Professor of Botany and Professor of Forestry*, 1646 Marion Avenue
- Helmer, Dianne Christine (1977), M.S. (Utah), *Instructor in Nursing*, Apartment D-2, 1426 Wyldewood Road
- Hempel, Franklin G. (1973), Ph.D. (Texas), *Assistant Professor of Physiology*, 1410 Acadia Street
- Henkens, Robert W. (1968), Ph.D. (Yale), *Associate Professor of Chemistry*, 2116 Pershing Street
- Henry, James Donald (1960), M.M. (Indiana), *Assistant Professor of Music*, Route 2, Box 516-C
- Henry, Stuart C. (1959), Ph.D. (Duke), *Professor of American Christianity in the Divinity School*, Apartment K-1-A, 1500 Duke University Road
- Herlinger, Jan William (1977), M.A. (Washington University), *Assistant Professor of Music*, 1026 Monmouth Avenue
- Heron, S. Duncan, Jr. (1950), Ph.D. (North Carolina at Chapel Hill), *Professor of Geology*, 4425 Kerley Road
- Herriott, Pamela Rupp (1977), M.S.N. (North Carolina at Chapel Hill), *Instructor in Nursing*, Route 1, Box 49, Cedar Grove, N.C.
- Hershfield, Mary Vickers (1976), Ph.D. (Georgetown), *Assistant Medical Research Professor of Microbiology*, 4019 Bristol Road
- Hershfield, Michael Steven (1976), M.D. (Pennsylvania), *Assistant Professor of Medicine*, 4019 Bristol Road
- Herzog, Frederick L. (1960), Th.D. (Princeton), *Professor of Systematic Theology in the Divinity School*, 2936 Chapel Hill Road
- Hewitt, Donna W. (1973), M.Nurs. (South Carolina), *Assistant Professor of Nursing*, 4148 Deepwood Circle
- Heyden, Siegfried (1966), M.D. (Univ. of Berlin), *Professor of Community and Family Medicine*, 2729 Montgomery Street
- Heyman, Albert (1953), M.D. (Maryland), *Professor of Medicine*, 1216 Woodburn Road
- ⁸²Heyman, Dorothy K. (1971), M.S.W. (Pennsylvania), *Assistant Professor of Psychiatric Social Work*, 1216 Woodburn Road
- Hickman, David M. (1977), M.S. (Air Force Institute of Technology), *Visiting Assistant Professor of Aerospace Studies*, 2614 Freemont Road
- ⁸³Hickman, Robert E. (1976), M.D. (Harvard), *Associate in the Department of Medicine*, Apartment F-10, 1829 Front Street
- Hight, Timothy K. (1977), Ph.D. (Stanford), *Assistant Professor of Mechanical Engineering and Materials Science*, 142-A Engineering
- Hijmans, Jacqueline (1965), M.D. (State Univ., Leiden, Holland), *Assistant Professor of Medicine and Instructor in Physiology*, Route 2, Box 427-AA, Pleasant Green Road
- Hill, Gale B. (1967), Ph.D. (Duke), *Assistant Professor of Obstetrics and Gynecology and Assistant Professor of Microbiology*, Route 2, Box 512
- Hill, Robert L. (1961), Ph.D. (Kansas), *James B. Duke Professor of Biochemistry*, 2510 Perkins Road
- ⁸⁴Hilmy, Mehi Ibrahim (1976), Ph.D. (Duke), *Visiting Assistant Professor of Physiology*, Apartment 5, 1455 New Castle Road
- Hilton, Mary C. (1977), M.D. (Maryland), *Clinical Associate in the Department of Community and Family Medicine*, Route 1, Box 184-V2, Hillsborough, N.C.
- Hindman, Michael C. (1976), M.D. (Illinois), *Associate in Medicine*, 3 Pinetree Lane, Route 2, Chapel Hill, N.C.
- Hine, Frederick R. (1958), M.D. (Yale), *Professor of Psychiatry*, 2317 Prince Street
- Hirschman, Charles (1972), Ph.D. (Wisconsin), *Associate Professor of Sociology*, 1810 Glendale Avenue
- Hizi, Amnon (1977), Ph.D. (Weizmann Institute of Science, Rehovot, Israel), *Medical Research Associate in the Department of Microbiology and Immunology*, 859 Louise Circle
- Hobbs, Marcus Edwin (1935), Ph.D. (Duke), *Professor of Chemistry*, 115 Pinecrest Road
- Hodel, Richard Earl (1965), Ph.D. (Duke), *Associate Professor of Mathematics*, 2729 Circle Drive
- Hogue, Carol Clarke (1963), M.S.N. (Duke), Ph.D. (North Carolina at Chapel Hill), *Associate Professor of Nursing and Assistant Professor of Community and Family Medicine*, 2913 Welcome Drive

⁸¹Leave of absence, fall 1977-78.

⁸²Retired 11-30-77.

⁸³Through 6-30-77.

⁸⁴Through 8-31-77.

- Hogue, Henry Harlan** (1977), Ph.D. (Duke), *Instructor and Research Associate in Physics*, 1225 West Cornwallis Road
- Holley, Irving Brinton, Jr.** (1947), Ph.D. (Yale), *Professor of History*, 2506 Wrightwood Avenue
- Hollyday, Frederic B. M.** (1956), Ph.D. (Duke), *Professor of History*, 1824 Forest Road
- Holmes, Edward W., Jr.** (1973), M.D. (Pennsylvania), *Associate Professor of Medicine and Assistant Professor of Biochemistry*, 2701 Augusta Drive
- ⁸⁵**Holmes, Phyllis R.** (1977), M.P.H. (North Carolina at Chapel Hill), *Instructor in Nursing*, Apartment 104, 250 South Estes, Chapel Hill, N.C.
- Holsti, Ole R.** (1974), Ph.D. (Stanford), *George V. Allen Professor of Political Science*, 2439 Tilghman Circle, Chapel Hill, N.C.
- ⁸⁶**Hooper, Donald** (1975), M.D. (Jefferson Med. Coll.), *Assistant Professor of Anesthesiology*, 3526 Hamstead Court
- Hopkins, Everett Harold** (1961), A.M. (Pennsylvania), L.L.D., *Professor of Education*, 1520 Pinecrest Road
- Horton, Grace C.** (1969), B.S. (Albright), *Assistant Professor of Physical Therapy*, 8 Greenfield Court
- Horton, Theresa Elizabeth** (1964), M.S.N.E. (Pittsburgh), *Associate Professor of Nursing*, Apartment 3, 810 Clarendon Street
- ⁸⁷**Hough, Jerry F.** (1973), Ph.D. (Harvard), *Professor of Political Science and Policy Sciences*, 435 Knickerbocker Road, Tenafly, N.J.
- Houpt, Jeffrey L.** (1975), M.D. (Baylor), *Assistant Professor of Psychiatry*, 4533 Hunter's Ridge Trail
- House, James S.** (1970), Ph.D. (Michigan), *Associate Professor of Sociology*, 1608 Delaware Avenue
- Howard, Emma J.** (1974), M.S. (North Carolina at Greensboro), *Instructor in Physical Education*, 112 Leon Street
- Hsia, Shyuan** (1973), Ph.D. (Washington), *Assistant Medical Research Professor of Microbiology and Immunology*, 1313 Elmset Lane
- Huang, Andrew T.** (1971), M.D. (Med. Coll. of National Taiwan Univ.), *Associate Professor of Medicine*, 223-B Route 7
- Hudson, William R.** (1961), M.D. (Bowman Gray), *Professor of Otolaryngology*, 504 Compton Place
- Hughes, John S.** (1976), Ph.D. (Purdue), *Associate Professor of Business Administration*, Burris Place, Chapel Hill, N.C.
- Hull, Alexander** (1962), Ph.D. (Washington), *Associate Professor of Romance Languages*, 2318 Prince Street
- Humphrey, Patricia Ann** (1972), M.P.H. (North Carolina at Chapel Hill), *Assistant Professor of Nursing*, 1606 University Drive
- Hunter, David P.** (1974), M.P.H. (Pittsburgh), *Associate in Community and Family Medicine and Associate in Health Administration*, 3013 North Duke Street
- ⁸⁸**Hurlburt, Allan S.** (1956), Ph.D. (Cornell), *Professor of Education*, 112 North Buchanan Boulevard
- ⁸⁹**Hurn, John E.** (1976), Ed.D. (Oklahoma State), *Associate in Community and Family Medicine*, 126 Meadow Drive, Cary, N.C.
- Huse, Mary Martin** (1959), Ph.D. (Duke), *Assistant Professor of Medical Psychology in the Department of Psychiatry and Associate in Physical Therapy*, Route 7, Box 270, Ephesus Church Road
- ⁹⁰**Hylander, William L.** (1971), Ph.D., D.D.S. (Chicago), *Associate Professor of Anatomy and Associate Professor of Anthropology*, 2806 Legion Avenue
- Idriss, Ziad H.** (1976), M.D. (American Univ. of Beirut, Lebanon), *Assistant Professor of Pediatrics*, 5302 Beaumont Drive
- Ingram, O. Kelly** (1959), B.D. (Duke), *Professor of Parish Ministry in the Divinity School*, Apartment 25-J, 1315 Morreene Road
- ⁹¹**Ishizaki, Ryotaro** (1974), Ph.D. (Toyko), *Associate in the Department of Surgery*, 209 Landsbury Drive
- Jackson, Donald C.** (1973), M.B., Ch.B. (Univ. of Sheffield, England), *Associate Professor of Radiology*, Route 8, Box 398, Infinity Road
- ⁹²**Jackson, Ethel R.** (1974), M.P.H. (North Carolina at Chapel Hill), *Associate in the Department of Community Health Sciences*, 101 Woodcrest Drive, Chapel Hill, N.C.
- ⁹³**Jackson, Jacquelyne Johnson** (1968), Ph.D. (Ohio State), *Associate Professor of Medical Sociology in the Department of Psychiatry*, P.O. Box 8522
- Jackson, Robert Joan Victor** (1977), Ph.D. (Princeton), *Assistant Professor of Mathematics*, 2801 Shoreham Street
- Jackson, Wallace** (1965), Ph.D. (Pennsylvania), *Associate Professor of English*, 1310 Kent Street

⁸⁵Through 11-30-77.

⁸⁶Through 7-31-77.

⁸⁷Leave of absence 1977-78.

⁸⁸Retired 8-31-77.

⁸⁹Through 8-15-77.

⁹⁰Sabbatical leave 1977-78.

⁹¹Through 8-31-77.

⁹²Through 3-31-77.

⁹³Sabbatical leave 9-1-77 through 8-31-78.

- Jaeger, Boi Jon (1972), Ph.D. (Duke), *Associate Professor of Health Administration*, 3919 Saint Marks Road
- Jakoi, Emma R. (1977), Ph.D. (Duke), *Assistant Professor of Anatomy*, 2314 Woodrow Street
- Jarrell, John A., Jr. (1972), M.D. (Johns Hopkins), *Assistant Professor of Anesthesiology*, 2924 Buckingham Road
- Jayne, Benjamin A. (1976), Ph.D. (Yale), *Professor in the School of Forestry and Environmental Studies*, 2730 Circle Drive
- Jeffs, Peter Walter (1964), Ph.D. (Natal, South Africa), *Professor of Chemistry*, 3209 Cromwell Road
- Jegasothy, Brian V. (1976), M.B. (Ceylon), *Assistant Professor of Medicine (Dermatology)*, 2432 Tryon Road
- Jelovsek, Frederick R. (1975), M.D. (Michigan), *Assistant Professor of Obstetrics and Gynecology and Assistant Professor of Community and Family Medicine*, 3004 Harriman Road
- ⁹⁴Jenkins, Marianna Duncan (1948), Ph.D. (Bryn Mawr), *Professor of Art*, Apartment 6, 2132 Bedford Street
- Jennings, Robert B. (1975), M.D. (Northwestern), *Professor of Pathology*, 2818 Chelsea Circle
- Jezewski, Bronislas de Leval (1958), Ph.D. (Harvard), *Associate Professor of Slavic Languages and Literatures*, 321-B Languages
- Jimenez, John P. (1965), M.D. (Med. Coll. of Virginia), *Associate Professor of Radiology*, 1604 Woodburn Road
- Jöbsis, Frans F. (1964), Ph.D. (Michigan), *Professor of Physiology*, 1542 Hermitage Court
- Joerg, Frederick Charles (1947), M.B.A. (Harvard), *Professor of Business Administration and Professor of Forest Management*, 2424 Wrightwood Avenue
- Johns, Sheridan Waite, III (1970), Ph.D. (Harvard), *Associate Professor of Political Science*, 3219 Waterbury
- Johnson, Armead H. (1974), Ph.D. (Baylor), *Assistant Medical Research Professor of Immunology in the Department of Microbiology and Immunology*, 1406 Oakland Avenue
- Johnson, Charles (1970), M.D. (Howard), *Associate Professor of Medicine*, Apartment 6-C, 200 Seven Oaks Road
- Johnson, Charles B. (1956), Ed.D. (Duke), *Associate Professor of Education*, 2714 McDowell Street
- Johnson, Charles E. (1976), Ph.D. (Duke), *Assistant Medical Research Professor of Anesthesiology and Assistant Professor of Mechanical Engineering*, 2214 Shoreham Street
- Johnson, Edward Anthony (1963), M.D. (Univ. of Sheffield, England), *Professor of Physiology*, 106 Ridge Trail, Chapel Hill, N.C.
- ⁹⁵Johnson, Kurt E. (1971), Ph.D. (Yale), *Assistant Professor of Anatomy*, 1026 Monmouth Avenue
- ⁹⁶Johnson, Terry W., Jr., (1954), Ph.D. (Michigan), *Professor of Botany*, 2408 Prince Street
- Johnsrude, Irwin S. (1966), M.D. (Manitoba), *Professor of Radiology*, 2702 Spencer Street
- Johnston, William Webb (1963), M.D. (Duke), *Professor of Pathology*, 1608 University Drive
- Joines, William T. (1966), Ph.D. (Duke), *Associate Professor of Electrical Engineering*, 4010 Deepwood Circle
- Joklik, Wolfgang Karl (1968), D.Phil. (Oxford, England), *James B. Duke Professor of Microbiology and Immunology*, 3902 Regent Road
- Jones, Barney L. (1956), Ph.D. (Duke), *Professor of Religion*, 2622 Pickett Road
- ⁹⁷Jones, Buford (1962), Ph.D. (Harvard), *Associate Professor of English*, 1106 West Knox Street
- ⁹⁸Jones, Edward Ellsworth (1953), Ph.D. (Harvard), *Professor of Psychology*, 2738 Sevier Street
- Jones, James David (1963), M.D. (Duke), *Associate Professor of Psychiatry and Assistant Professor of Pediatrics*, 3851 Somerset Drive
- Jones, Phillip Lisle (1977), Ph.D. (California at Los Angeles), *Assistant Professor of Materials Science*, Apartment 15, 2117 Bedford Street
- Jones, Rayford Scott (1971), M.D. (Texas), *Professor of Surgery and Assistant Professor of Physiology*, Route 1, Box 44, Creedmoor, N.C.
- Jones, Robert H. (1975), M.D. (Johns Hopkins), *Assistant Professor of Surgery and Assistant Professor of Radiology*, 2721 Saddle Drive
- Joslin, Richard G. (1977), M.D. (Virginia), *Clinical Associate in the Department of Community and Family Medicine*, 2314 Lednum Street
- ⁹⁹Joyner, Ronald Wayne (1976), Ph.D., M.D. (Duke), *Assistant Medical Research Professor of Physiology*, 2405 Vineyard Street
- Kaden, Bruce R. (1977), M.D. (Illinois), *Associate in the Department of Medicine*, Route 2, Box 347, Chapel Hill, N.C.

⁹⁴Leave of absence, fall 1977-78.

⁹⁵Through 6-30-77.

⁹⁶Sabbatical leave 1977-78.

⁹⁷Leave of absence, fall 1977-78.

⁹⁸Through 8-31-77.

⁹⁹Through 8-31-77.

- ¹⁰⁰Kahn, Douglas A. (1977), J.D. (George Washington Univ.), *Visiting Professor of Law*, Apartment 4, 2117 Bedford Street
- ¹⁰¹Kalat, James (1971), Ph.D. (Pennsylvania), *Assistant Professor of Psychology*, 1404 Vickers Avenue
- Kamin, Henry (1948), Ph.D. (Duke), *Professor of Biochemistry*, 2417 Perkins Road
- Kane, William J. (1974), M.D. (Temple), *Assistant Professor of Community and Family Medicine*, 5 Breton Place
- Kariman, Khalil (1977), M.D. (Meshed Med. Sch., Iran), *Associate in the Department of Medicine*, Apartment 1-L, 311 South LaSalle Street
- Karis, Joannes, H. (1975), M.D. (State Univ. of Utrecht, Holland), *Professor of Anesthesiology*, 3923 Saint Marks Road
- Katz, Henry Jacob (1967), M.A.T. (Duke), *Assistant Professor of Mathematics*, 1118 Woodburn Road
- Katz, Samuel Lawrence (1968), M.D. (Harvard), *Wilbert C. Davison Professor of Pediatrics*, Route 2, Piney Mountain Road, Chapel Hill, N.C.
- ¹⁰²Katzenmeyer, William C. (1967), Ed.D. (Duke), *Professor of Education*, 2502 Tryon Drive
- Kaufman, Bernard (1968), Ph.D. (Indiana), *Associate Professor of Biochemistry*, 2900 Arnold Road
- Kaufman, Jane S. (1973), M.S. (Ohio State Univ.), *Assistant Professor of Nursing*, 118 Lansbury Drive
- Kaufman, Michael David (1977), M.D. (Duke), *Assistant Professor of Medicine (Neurology)*, 2442 Tryon Road
- Kaufman, Russel E. (1977), M.D. (Ohio State), *Associate in the Department of Medicine*, 118 Lansbury Drive
- Kaufmann, Peter G. (1975), Ph.D. (Chicago), *Associate in Otolaryngology in the Department of Surgery and Associate in Physiology*, 127 Emerald Circle
- Kay, Richard F. (1973), Ph.D. (Yale), *Assistant Professor of Anatomy*, 1006 West Trinity Avenue
- Keith, Charles Rush (1963), M.D. (Kansas), *Associate Professor of Psychiatry*, Route 4, Box 407, Chapel Hill, N.C.
- Keller, Thomas Franklin (1959), Ph.D. (Michigan), C.P.A., R. J. Reynolds Industries Professor of Business Administration, 1024 West Markham Avenue
- Kelley, Allen Charles (1972), Ph.D. (Stanford), *Professor of Economics*, 4607 Chicopee Trail
- Kelling, Douglas G., Jr. (1975), M.D. (Harvard), *Assistant Professor of Medicine*, 512 Winfield Boulevard, S.E., Concord, N.C.
- Kelly, James R. (1976), M.D. (Duke), *Assistant Professor of Medicine and Assistant Professor of Community and Family Medicine*, 3505 Manford Drive
- Kelvin, Frederick M. (1975), M.B. (London), *Assistant Professor of Radiology*, 856 Shady Lawn, Chapel Hill, N.C.
- Kenan, Patrick Dan (1965-74; 1975) M.D. (Duke), *Associate Professor of Otolaryngology in the Department of Surgery*, 804 Anderson Street
- Kerckhoff, Alan C. (1958), Ph.D. (Wisconsin), *Professor of Sociology*, 1511 Pinecrest Road
- Kerr, Robert Blackburn (1965), Ph.D. (Johns Hopkins), *Professor of Electrical Engineering*, 2220 Elmwood Avenue
- Kessler, Lawrence (1976), M.B.A. (California at Berkeley), *Assistant Professor of Business Administration*, 2611 Nation Avenue
- Kilbey, Marlyne (1973), Ph.D. (Houston), *Associate Professor of Medical Psychology in the Department of Psychiatry*, 2016 Wilson Street
- Killenberg, Paul Gustav (1972), M.D. (Pennsylvania), *Assistant Professor of Medicine*, 2914 Friendship Drive
- Kim, Sung-Hou (1970), Ph.D. (Pittsburgh), *Associate Professor of Biochemistry*, 604 Starmont Drive
- Kimble, Gregory Adams (1977), Ph.D. (State Univ. of Iowa), *Professor of Psychology*, 2624 McDowell Road
- Kimm, Sue Y. S. (1976), M.D. (Yale), *Assistant Professor of Pediatrics and Assistant Professor of Medicine*, Apartment 24, 2330 Hilton Avenue
- King, Burton B. (1967), M.A. (Northwestern), *Associate in Audiology in the Division of Otolaryngology in the Department of Surgery*, 5101 Peppercorn Street
- ¹⁰³Kinney, Thomas DeArman (1960), M.D. (Duke), R. J. Reynolds Industries Professor of Medical Education and Professor of Pathology, 3120 Devon Road
- Kirkendale, Warren (1967), Dr. Phil. (Vienna), *Professor of Musicology*, 2422 Tryon Road
- ¹⁰⁴Kirkpatrick, Mary (1973), M.Nurs. (Washington), *Assistant Professor of Nursing*, 1103 Harvey Street, Raleigh, N.C.
- Kirshner, Norman (1956), Ph.D. (Pennsylvania State), *Professor of Pharmacology and Professor of Biochemistry*, 2524 Wrightwood Avenue
- Kisslo, Joseph Andrew (1974), M.D. (Hahnemann Med. Coll.), *Assistant Professor of Medicine and Assistant Professor of Radiology*, 3701 Saint Marks Road

¹⁰⁰Through 4-30-77.

¹⁰¹Through 8-31-77.

¹⁰²Sabbatical leave, fall 1977-78.

¹⁰³Deceased 6-12-77.

¹⁰⁴Through 12-31-76.

- Kitchen, Joseph Weston, Jr. (1962), Ph.D. (Harvard), *Associate Professor of Mathematics*, 1600 Delaware Avenue
- Klein, Dolph (1974), Ph.D. (Rutgers), *Associate Professor of Microbiology*, 1931 Fountain Ridge Road, Chapel Hill, N.C.
- Klein, Fritz F. (1973), Ph.D. (Duke), *Assistant Professor of Anesthesiology*, 1008 Northwood Avenue
- Klintworth, Gordon K. (1964), Ph.D., M.B. (Univ. of Witwatersrand, South Africa), *Professor of Pathology*, 2718 Spencer Street
- Klopper, Peter H. (1958), Ph.D. (Yale), *Professor of Zoology*, Route 1, Box 184
- Knight, Conrad Merton (1963), B.S. (Norwich), *Associate in Radiology*, Route 2, Hudson Road, Chapel Hill, N.C.
- Knoerr, Kenneth Richard (1961), Ph.D. (Yale), *Professor of Forest Meteorology and Associate Professor of Biometeorology in the Department of Botany*, 1608 Woodburn Road
- Kong, Yi-Hong (1967), M.D. (National Defence Medical Center, Taipei, Taiwan), *Associate Professor of Medicine*, 2814 DeKalb Street
- Koren, Hillel S. (1976), Ph.D. (Freiburg, Germany), *Assistant Professor of Immunology*, 16 Stoneridge Circle
- Kornberg, Allan (1965), Ph.D. (Michigan), *Professor of Political Science*, 23 Scott Place
- Kort, Wesley A. (1965), Ph.D. (Chicago), *Professor of Religion*, 3514 Winding Way
- ¹⁰⁵Kraines, David (1970), Ph.D. (California at Berkeley), *Associate Professor of Mathematics*, 1720 Duke University Road
- Kramer, Richard Spencer (1972), M.D. (Duke), *Associate in Neurosurgery*, 1531 Hermitage Court
- Krause, David R. (1976), M.B.A. (West Florida), *Visiting Associate Professor of Naval Science*, 12 Cotswold Place
- Kredich, Deborah W. (1971), M.D. (Michigan), *Assistant Professor of Pediatrics*, 57 Kimberly Drive
- Kredich, Nicholas M. (1968), M.D. (Michigan), *Associate Professor of Medicine and Assistant Professor of Biochemistry*, 57 Kimberly Drive
- Kremen, Irwin (1963), Ph.D. (Harvard), *Assistant Professor of Psychology*, 216 Forestwood Drive
- ¹⁰⁶Kreps, Juanita M. (1955), Ph.D. (Duke), *James B. Duke Professor of Economics*, 1407 West Pettigrew Street
- Krigbaum, William R. (1952), Ph.D. (Illinois), D.Sc., *James B. Duke Professor of Chemistry*, 2504 Wilson Street
- Krueger, Ronald P. (1969), M.D. (Duke), *Assistant Professor of Pediatrics and Assistant Professor of Urology*, 1200 Anderson Street
- Kruzel, Joseph J. (1976), Ph.D. (Harvard), *Assistant Professor of Political Science*, 9 Ellen Place, Chapel Hill, N.C.
- Krynski, Magnus Jan (1959–1960; 1966), Ph.D. (Columbia), *Professor of Slavic Languages and Literatures*, 1004 West Markham Avenue
- ¹⁰⁷Kuhn, Arthur J. (1971), Ph.D. (California at Berkeley), *Assistant Professor of Business Administration*, 1317 Norton Street
- Kuhn, David John (1977), Ph.D. (Purdue), *Associate Professor of Education*, 2407 Sparger Road
- Kuniholm, Bruce R. (1976), Ph.D. (Duke), *Assistant Professor of Policy Sciences and History*, 1515 Pinecrest Road
- Kunst, Richard A. (1975), M.A. (California at Berkeley), *Instructor in History*, Apartment 25–F, 2752 Middleton Street
- Kunze, LuVern H. (1973), Ph.D. (Iowa), *Professor of Hearing and Speech Pathology in the Department of Surgery*, 2707 Tryon Road
- Kurlander, Roger J. (1976), M.D. (Chicago), *Associate in the Department of Medicine*, Castillian Villa Apartments, Ephesus Church Road, Chapel Hill, N.C.
- ¹⁰⁸Kusel, J. Peter (1973), Ph.D. (St. Louis Univ.), *Assistant Professor of Radiology*, 3519 Winding Way
- Kylstra, Johannes A. (1965), Ph.D., M.D. (Univ. of Leiden, Holland), *Professor of Medicine and Associate Professor of Physiology*, 2924 Friendship Road
- Lack, Leon (1965), Ph.D. (Columbia), *Professor of Pharmacology*, 2936 Welcome Drive
- Lacy, Creighton (1953), B.D., Ph.D. (Yale), *Professor of World Christianity in the Divinity School*, 2714 Dogwood Road
- Lakin, Martin (1958), Ph.D. (Chicago), *Professor of Medical Psychology in the Department of Psychiatry and Professor of Psychology*, 2709 McDowell Road
- Landers, Maurice B., III (1969), M.D. (Michigan), *Professor of Ophthalmology*, 2703 Montgomery Street
- Lang, David J. (1968), M.D. (Harvard), *Professor of Pediatrics and Associate Professor of Virology in the Department of Microbiology and Immunology*, Route 2, Box 440
- Lange, David L. (1971), LL.B. (Illinois), *Professor of Law*, 42–G Stratford Hills Apartments, Chapel Hill, N.C.

¹⁰⁵Sabbatical leave, spring 1977–78.

¹⁰⁶Special leave of absence, 1–20–77 to become secretary of commerce.

¹⁰⁷Through 8–31–77.

¹⁰⁸Through 4–30–77.

- ¹⁰⁰Langford, Thomas A. (1956), B.D., Ph.D. (Duke), *Professor of Systematic Theology in the Divinity School*, Apartment 31-A, 1315 Morreene Road
- Langlois, Alphonse J. (1973), Ph.D. (Duke), *Assistant Clinical Professor of Experimental Surgery*, 1720 Vista Street
- Lanning, Charles F. (1973), M.D. (Kansas), *Assistant Professor of Anesthesiology and Associate in Pediatrics*, 3903 Saint Marks Road
- Larson, Arthur (1958), D.C.L. (Oxford), *James B. Duke Professor of Law*, 1 Learned Place
- Larson, Raymond Leigh (1977), Ph.D. (Oregon), *Visiting Professor of Management Sciences in the Graduate School of Business Administration*, Apartment 2, 917 Dacian Avenue
- Laszlo, John (1960), M.D. (Harvard), *Professor of Medicine*, Route 1, Box 266, Cornwallis Road
- Lauf, Peter K. (1968), M.D. (Univ. of Freiburg), *Associate Professor of Physiology and Assistant Professor of Immunology*, 3535 Hamstead Court
- Laughhunn, Danny J. (1968-69; 1972-75; 1976), D.B.A. (Illinois), *Professor of Business Administration*, 298 Highview Drive, Chapel Hill, N.C.
- Lavacca, Mariann T. (1975), M.A. (New York Univ.), *Assistant Professor of Nursing*, 329 Cobblestone Court, Chapel Hill, N.C.
- Lawrence, August R. (1974), M.A.T. (Duke), *Instructor in Mathematics*, 129 Forest Road, Raleigh, N.C.
- Lawrence, Bruce B. (1971), Ph.D. (Yale), *Associate Professor of Religion*, 2702 Stuart Drive
- Lawson, Dewey T. (1974), Ph.D. (Duke), *Assistant Professor and Research Associate in Physics*, 1007 Urban Avenue
- Lazarus, Gerald S. (1975), M.D. (George Washington), *Professor of Medicine*, 21 Heath Place
- Leach, Richard H. (1955), Ph.D. (Princeton), *Professor of Political Science*, 1313 Woodburn Road
- LeBar, John A. (1965), Ed.D. (Duke), *Associate Professor of Physical Education*, 1 Winthrop Court
- Lebovitz, Harold E. (1962), M.D. (Pittsburgh), *Professor of Medicine and Assistant Professor of Physiology*, 1847 Woodburn Road
- Lecocq, Frank R. (1975), M.D. (Illinois), *Associate Professor of Medicine*, 4306 Nottaway Road
- Lee, Kerry L. (1974), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Community and Family Medicine*, 354 Wesley Drive, Chapel Hill, N.C.
- Lees, Jack A. (1971), Ph.D. (Chicago), *Assistant Professor of Mathematics*, Apartment A-2-A, 1500 Duke University Road
- Lefkowitz, Robert J. (1973), M.D. (Columbia), *Professor of Medicine and Assistant Professor of Biochemistry*, 3539 Hamstead Court
- Lehane, Stephen F. (1976), Ed.D. (Columbia), *Assistant Professor of Education*, 1506 Ephesus Church Road, Chapel Hill, N.C.
- Leis, Jonathan P. (1974), Ph.D. (Cornell), *Assistant Professor of Surgery and Assistant Professor of Virology in the Department of Microbiology and Immunology*, 5122 Kenwood Drive
- ¹¹⁰LeMay, John C. (1961), D.V.M. (Georgia), *Associate Professor of Veterinary Medicine*, Route 8, Box 347, Goodwin Road
- Lerner, Warren (1961), Ph.D. (Columbia), *Professor of History*, 2948 Friendship Road
- Lester, Allan J. (1975), M.B. (Otago Med. Sch., New Zealand), *Associate in Community and Family Medicine*, 1215 Alabama Avenue
- ^{110a}Levin, A. Leo (1977), J.D. (Pennsylvania), *Visiting Professor of Law*, 2207 Delancy Place, Philadelphia, Pa.
- Levin, Betsy (1973), LL.B. (Yale), *Professor of Law*, 510 East Rosemary Street, Chapel Hill, N.C.
- Levy, Alan S. (1973), Ph.D. (Columbia), *Assistant Professor of Psychology*, 48-B Colonial Apartments
- Levy, Nelson Louis (1973), Ph.D. (Duke), M.D. (Columbia), *Associate Professor of Immunology in the Department of Microbiology and Immunology*, 4401 Malvern Road
- Lewicki, Roy J. (1977), Ph.D. (Columbia), *Associate Professor of Business Administration*, 2509 Foxwood, Chapel Hill, N.C.
- Lewin, Arie Y. (1974), Ph.D. (Carnegie-Mellon), *Professor of Business Administration*, Cedar Falls Road, Chapel Hill, N.C.
- Lewis, H. Gregg (1975), Ph.D. (Chicago), *Professor of Economics*, 4039 King Charles Road
- Lewis, Harold Walter (1946), Ph.D. (Duke), *Professor of Physics*, 1708 Woodburn Road
- Lewis, Susan Hollingsworth (1977), J.D. (Texas), *Visiting Associate Professor of Law*, 107 Henderson Street, Chapel Hill, N.C.
- Li, Joseph Kwok-Kwong (1977), Ph.D. (California at Los Angeles), *Medical Research Associate in Virology in the Department of Microbiology and Immunology*, 6 Westbury Place
- ¹¹¹Lichtenstein, Sara (1974), Ph.D. (London), *Assistant Professor of Art*, 1011½ Monmouth Avenue,
- Lichy, Kay L. (1975), M.S. (Ohio State), *Assistant Professor of Nursing*, 816 Broad Street
- Lieberman, Melvyn (1968), Ph.D. (State Univ. of New York, Downstate Med. Center), *Associate Professor of Physiology*, 1110 Woodburn Road

^{100a}Sabbatical leave, spring 1977-78.

¹¹⁰Through 6-31-77.

^{110a}Through 4-30-77.

¹¹¹Deceased 1 August 1977.

- Lincoln, C. Eric (1976), Ph.D. (Boston), *Professor of Religion*, Route 1, Box 271-N, Hillsborough, N.C.
- ¹¹²Linderoth, L. Sigfred, Jr., (1965), M.E. (Iowa State), *Professor of Mechanical Engineering*, 2220 Whitley Drive
- Linfors, Eugene William (1977), M.D. (Duke), *Associate in the Department of Medicine*, 2711 University Drive
- ¹¹³Linnoila, Markku (1975), M.D. (Helsinki), *Assistant Professor of Psychiatry*, 3111 Sherbon Drive
- Lipscomb, Joseph, Jr. (1974), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Policy Sciences and Economics*, 1515 Hermitage Court
- ¹¹⁴Lisowski, Paul (1974), Ph.D. (Duke), *Assistant Professor and Research Associate in Physics*, 110 Temple Lane
- Livengood, Charles Harris, Jr. (1946), LL.B. (Harvard), *Professor of Law*, 2804 Chelsea Circle
- ¹¹⁵Livingstone, Daniel A. (1956), Ph.D. (Yale), *Professor of Zoology*, 2827 Ridge Road
- Llewellyn, Charles E., Jr. (1955), M.D. (Med. Coll. of Virginia), *Associate Professor of Psychiatry*, 3550 Hamstead Court
- Lloyd, Jane Marie (1961), M.A. (North Carolina at Chapel Hill), *Assistant Professor of Physical Education*, 704 Louise Circle
- ¹¹⁶Lochmüller, Charles H. (1969), Ph.D. (Fordham), *Associate Professor of Chemistry*, 3203 Mossdale Avenue
- Lockhead, Gregory (1965), Ph.D. (Johns Hopkins), *Professor of Psychology*, 101 Emerald Circle
- Logue, Gerald L. (1971-72; 1974), M.D. (Pittsburgh), *Assistant Professor of Medicine*, 4001 Cornwallis Road
- Logue, Patrick E. (1974), Ph.D. (North Dakota), *Associate Professor of Medical Psychology in the Department of Psychiatry*, 901 Bluestone Drive
- Long, Charles H. (1974), Ph.D. (Chicago), *Professor of Religion*, 405 Wesley Drive, Chapel Hill, N.C.
- Long, Juanita Lee (1970), M.S. (North Carolina at Chapel Hill), *Assistant Professor of Nursing*, 216 Brook Lane
- Long, Thomas T., III (1974), M.D. (Bowman Gray), *Assistant Professor of Medicine*, 577 Foxwood Drive, S.E., Concord, N.C.
- Longley, William (1968), Ph.D. (Univ. of London), *Associate Professor of Anatomy*, 47 Lebanon Circle
- ¹¹⁷Loos, James Stavert (1972), Ph.D. (Illinois), *Assistant Professor of Physics*, 1015 Demerius Street
- Loro, Albert D., Jr. (1977), Ph.D. (Washington Univ.), *Assistant Professor of Medical Psychology in the Department of Psychiatry and Assistant Professor of Community and Family Medicine*, 7-E Booker Creek Apartments, Chapel Hill, N.C.
- Loveland, Donald W. (1973), Ph.D. (New York Univ.), *Professor of Computer Science*, 3417 Cambridge Road
- Lucas, Peter Wayne (1977), Ph.D. (Yale), *Assistant Professor of Physics*, 118 Physics
- Lucas, Richard Albert (1972), Ph.D. (North Carolina at Chapel Hill), *Assistant Clinical Professor of Medical Psychology in the Department of Psychiatry*, Apartment 9, 103 Pinegate Circle, Chapel Hill, N.C.
- Luke, Cynthia Strom (1977), M.S. (Boston University), *Instructor in Nursing*, 1429 Colewood Drive
- Luken, William L., Jr. (1976), Ph.D. (Yale), *Assistant Professor of Chemistry*, 3506 Manford Drive
- Lundberg, John G. (1970), Ph.D. (Michigan), *Associate Professor of Zoology*, 2813 McDowell Road
- ¹¹⁸Luther, Pamela G. (1975), J.D. (Duke), *Assistant Professor of Law*, 2725 Sevier Street
- Lybecker, Martin E. (1977), LL.M. (Pennsylvania), *Visiting Associate Professor of Law*, 111 Cynthia Drive, Chapel Hill, N.C.
- Lynds, Barbara A. (1974), M.S. (Maryland), *Assistant Professor of Nursing*, 1121 Shelly Road, Raleigh, N.C.
- Lynn, William S., Jr. (1955), M.D. (Columbia), *Professor of Medicine and Associate Professor of Biochemistry*, Route 1, Box 296-C, Hillsborough, N.C.
- Lynts, George W. (1965), Ph.D. (Wisconsin), *Associate Professor of Geology*, 10 Cotswold Place
- ¹¹⁹Macduff, John Nelson (1956), M.M.E. (New York Univ.), *Professor of Mechanical Engineering*, 2733 Dogwood Road
- McCarty, Kenneth Scott (1959), Ph.D. (Columbia), *Professor of Biochemistry*, 2713 Dogwood Road
- McCarty, Kenneth S., Jr. (1976), Ph.D. (Duke), *Assistant Professor of Pathology and Assistant Professor of Medicine*, 2511 Perkins Road
- McClay, David R. (1973), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Zoology*, 3704 Tremont Drive
- McCollough, Thomas E. (1961), Th.D. (Southern Baptist Theological Seminary), *Associate Professor of Religion*, 2722 Circle Drive

¹¹²Retired 8-31-77.

¹¹³Through 6-30-77.

¹¹⁴Through 5-16-77.

¹¹⁵Sabbatical leave, fall 1977-78; Leave of absence, spring 1977-78.

¹¹⁶Sabbatical leave, fall 1977-78.

¹¹⁷Through 8-31-77.

¹¹⁸Leave of absence, fall 1977-78.

¹¹⁹Leave of absence, spring 1977-78.

- McCollum, Donald E.** (1962), M.D. (Bowman Gray), *Professor of Orthopaedic Surgery*, 2207 Wilshire Drive
- McConahay, John B.** (1974), Ph.D. (California at Los Angeles), *Associate Professor of Policy Sciences and Psychology*, 2101 Englewood Avenue
- McCool, Barbara P.** (1975), Ph.D. (Ohio State), *Associate Professor of Health Administration and Assistant Professor of Nursing*, 20 Howell Lane, Chapel Hill, N.C.
- ¹²⁰**McCoy, Ralph C.** (1973), M.D. (Emory), *Assistant Professor of Pathology*, 3820 Pickett Road
- McCrea, Alice L.** (1961), M.S. (Chicago), *Assistant Professor of Radiation Therapy*, Route 2, Box 20, 2911 Umstead Road
- McCrory, Michael Elliott** (1977), M.D. (Tufts), *Assistant Professor of Radiology*, Route 2, Box 345-A, Chapel Hill, N.C.
- McElhaney, James H.** (1973), Ph.D. (West Virginia), *Professor of Biomedical Engineering*, 3411 Cambridge
- McElroy, Marjorie B.** (1970), Ph.D. (Northwestern), *Associate Professor of Economics*, 1726 Duke University Road
- McGee, Jeanne** (1974), Ph.D. (Indiana), *Assistant Professor of Sociology*, 145 Windsor Circle, Chapel Hill, N.C.
- McGrath, Diana E.** (1975), Ph.D. (Pennsylvania State), *Associate in Community and Family Medicine*, 1901 Burning Tree Drive, Chapel Hill, N.C.
- McHale, Philip A.** (1972), Ph.D. (Duke), *Assistant Medical Research Professor of Physiology*, 101 Newell Street
- McIntire, A. Sue Norville** (1966), M.S.N. (Emory), *Associate Professor of Nursing*, 106 West Delafield Avenue
- McIntosh, Thomas James** (1977), Ph.D. (Carnegie-Mellon University), *Assistant Professor of Anatomy*, Apartment 21-E, 2748 Middleton Street
- McKean, Margaret A.** (1974), Ph.D. (California at Berkeley), *Assistant Professor of Political Science*, 3408 Pinafore Drive
- McKee, Patrick Allen** (1969), M.D. (Oklahoma), *Professor of Medicine and Assistant Professor of Biochemistry*, 2616 Augusta Drive
- McKinney, John C.** (1957), Ph.D. (Michigan State), *Professor of Sociology*, Route 8, Box 286
- McLelland, Robert** (1972), M.D. (Cincinnati), *Associate Professor of Radiology*, 3716 St. Marks Road
- McLeod, Gail** (1977), M.S.W. (North Carolina at Chapel Hill), *Clinical Associate in Psychiatric Social Work in the Department of Psychiatry*, 20 Davie Circle, Chapel Hill, N.C.
- McLeod, Michael E.** (1966), M.D. (Duke), *Associate Professor of Medicine*, 4007 Deepwood Circle
- McManus, Thomas Joseph** (1961), M.D. (Boston), *Associate Professor of Physiology*, 1408 Oakland Avenue
- McNamara, James O., Sr.** (1973), M.D. (Michigan), *Assistant Professor of Medicine*, 400 Lakeshore Lane, Chapel Hill, N.C.
- McNeer, J. Frederick** (1977), M.D. (Duke), *Associate in Medicine*, 516 Brighton Road
- McPhail, Andrew T.** (1968), Ph.D. (Glasgow), *Professor of Chemistry*, 5305 Partridge Street
- McPherson, Harry Thurman** (1955), M.D. (Duke), *Professor of Medicine*, 3915 Nottaway Road
- McQueary, John J.** (1974), B.S. (North Carolina Central Univ.), *Associate in the Department of Community and Family Medicine*, 5005 Pine Trail Drive
- Maddox, George Lamar, Jr.** (1960), Ph.D. (Michigan State), *Professor of Sociology and Professor of Medical Sociology in the Department of Psychiatry*, 2750 McDowell Road
- Magat, Wesley A.** (1974), Ph.D. (Northwestern), *Assistant Professor of Business Administration*, Willett Road, Route 2, Box 474
- ¹²¹**Mahaley, Moses Stephen** (1965), Ph.D., M.D. (Duke), *Associate Professor of Neurosurgery and Assistant Professor of Anatomy*, 3940 Nottaway Road
- Mahoney, Edward P.** (1965), Ph.D. (Columbia), *Professor of Philosophy*, Apartment 22-H, 2836 Chapel Hill Road
- Mahoney, Sheila Adrienne** (1977), Ph.D. (Washington State), *Temporary Instructor and Research Associate in Zoology*, Apartment 40-A, 805 Louise Circle
- ¹²²**Maier, Charles S.** (1976), Ph.D. (Harvard), *Associate Professor of History*, 228 Allen Building
- Maier, Steven F.** (1971), Ph.D. (Stanford), *Associate Professor of Business Administration*, 4401 Berini Drive
- Malone, Terry Richard** (1977), M.S. (Duke), *Adjunct Associate in Physical Therapy*, 3401 Dover Road
- Maltbie, Allan Armstrong** (1974), M.D. (Emory), *Assistant Professor of Psychiatry*, 2432 Sedgfield Drive, Chapel Hill, N.C.
- Mandel, Lazaro J.** (1972), Ph.D. (Pennsylvania), *Assistant Professor of Physiology*, 405 Whitehead Circle, Chapel Hill, N.C.
- Manning, Andres** (1975), Ph.D. (Ohio State), *Assistant Medical Research Professor of Physiology*, Apartment 3, 107 Hilton Avenue

¹²⁰Through 6-30-77.

¹²¹Through 1-31-77.

¹²²Leave of absence 1977-78.

- Mansbach, Charles Milton, III (1970), M.D. (New York Univ.), *Associate Professor of Medicine*, 2431 Tryon Road
- Marinos, Peter N. (1968), Ph.D. (North Carolina State), *Professor of Electrical Engineering and Professor of Computer Science*, 2802 McDowell Road
- ¹²³Maripuu, Sven (1974), Ph.D. (Goteborg, Sweden), *Lecturer and Research Associate in Physics*, 2437 Sedgfield Drive, Chapel Hill, N. C.
- Markman, Sidney David (1947), Ph.D. (Columbia), *Professor of Art History and Archaeology*, 919 Urban Avenue
- Marsh, Gail R. (1969), Ph.D. (Iowa), *Associate Professor of Medical Psychology in the Department of Psychiatry*, 2713 McDowell Road
- ¹²⁴Martell, Ruth A. (1977), M.S.W. (Wayne State Univ.), *Clinical Associate in Psychiatric Social Work in the Department of Psychiatry*, 118 Colony Drive, Arden, N. C.
- Martin, David V. (1962), Ed.D. (Duke), *Associate Professor of Education*, 1527 Hermitage Court
- Martinez, Salutaris (1975), M.D. (Havana Univ.), *Assistant Professor of Radiology*, 6 Shelly Place
- ^{124a}Massengill, Raymond, Jr. (1964), Ed.D. (Virginia), *Associate Professor of Medical Speech Pathology, Division of Plastic and Maxillofacial Surgery*, 2734 Spencer Street
- Massey, Marilyn Chapin (1977), Ph.D. (Chicago), *Assistant Professor of Religion*, 325 Brandywine Road, Chapel Hill, N.C.
- Mauskopf, Seymour (1964), Ph.D. (Princeton), *Associate Professor of History*, 700 Brighton Road
- Medina, Miguel A., Jr. (1976), Ph.D. (Florida), *Assistant Professor of Civil Engineering*, Apartment 105, 3523 Mayfair Street
- Melges, Frederick Towne (1977), M.D. (Columbia), *Professor of Psychiatry*, 506 East Forest Hills Boulevard
- Mellown, Elgin W. (1965), Ph.D. (Univ. of London), *Associate Professor of English*, 1004 Minerva Avenue
- Melzer, Sara E. (1975), Ph.D. (Chicago), *Assistant Professor of Romance Languages*, 209 Watts Street
- Mendell, Lorne M. (1968), Ph.D. (Massachusetts Inst. of Tech.), *Associate Professor of Physiology*, 1812 Rolling Road, Chapel Hill, N.C.
- Mendell, Nancy R. (1974), Ph.D. (North Carolina at Chapel Hill), *Assistant Medical Research Professor of Immunology in the Department of Microbiology and Immunology and Assistant Medical Research Professor of Community and Family Medicine*, 1812 Rolling Road, Chapel Hill, N.C.
- Menzel, Daniel B. (1971), Ph.D. (California at Berkeley), *Associate Professor of Pharmacology and Associate Professor of Experimental Medicine*, Route 1, Box 186-C, Hillsborough, N.C.
- Mericle, Mary Fontaine (1977), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Business Administration*, 204-A Purefoy Road, Chapel Hill, N.C.
- Merritt, Gertrude (1975), A.B. (Duke), *Associate Professor in the Faculty of Arts and Sciences and Associate Librarian*, 621 Swift Avenue
- Merten, David Fischer (1977), M.D. (Cincinnati), *Associate Professor of Radiology and Assistant Professor of Pediatrics*, 122 Wolf's Trail, Chapel Hill, N.C.
- Metzgar, Richard S. (1962), Ph.D. (Buffalo), *Professor of Immunology*, 3616 Westover Road
- Meyer, Horst (1959), Docteur ès sciences (Geneva, Switzerland), *Professor of Physics*, 2716 Montgomery Street
- Meyers, Eric M. (1969), Ph.D. (Harvard), *Associate Professor of Religion*, 3202 Waterbury Drive
- ¹²⁵Michalak, M. Victor (1950), Ph.D. (Indiana), *Associate Professor of English*, Apartment G-0-4, 3525 Mayfair Street
- Michalopoulos, George K. (1977), Ph.D. (Wisconsin), M.D. (Athens Univ., Greece), *Assistant Professor of Pathology*, Apartment G-0-6, 3554 Mayfair Road
- Michlin, Michael Lewis (1977), Ph.D. (Minnesota), *Assistant Professor of Education*, Apartment 11, 18 Balmoray Court
- Mickey, Don D. (1973), Ph.D. (Louisiana State), *Assistant Medical Research Professor of Urology in the Department of Surgery*, 3318 Dixon Road
- ¹²⁶Mickey, Paul A. (1970), Th.D. (Princeton), *Associate Professor of Pastoral Theology in the Divinity School*, 2617 McDowell Road
- Miller, Donald S. (1969), M.D. (Harvard), *Associate Clinical Professor of Community and Family Medicine and Associate Clinical Professor of Medicine*, 1104 North Gregson Street
- Miller, Gustavus H. (1955), Ph.D. (Michigan), *Assistant Professor of Romance Languages*, Bartram Drive, Chapel Hill, N.C.
- Miller, John Noel (1975), M.D. (Sydney, Australia), *Assistant Professor of Anesthesiology*, 907 Cedar Fork Trail, Chapel Hill, N.C.
- Miller, Joseph Matthew, Jr. (1977), M.D. (Duke), *Associate in the Department of Obstetrics and Gynecology*, 1912 University Drive

¹²³Through 12-31-76.

¹²⁴Through 4-5-77.

^{124a}Through 12-1-77.

¹²⁵Sabbatical leave, fall 1977-78.

¹²⁶Sabbatical leave, spring 1977-78.

- Miller, Lowell S. (1976), M.D. (Duke), *Professor of Radiology*, 2929 Buckingham Road
- Miller, Martin A. (1970), Ph.D. (Chicago), *Associate Professor of History*, Apartment 9-1, 1505 Duke University Road
- Miller, Sara Elizabeth (1973), Ph.D. (Georgia), *Assistant Medical Research Professor of Microbiology in the Department of Microbiology and Immunology*, Route 3, Box 212A, Apex, N.C.
- Mills, Elliott (1968), Ph.D. (Columbia), *Associate Professor of Physiology and Associate Professor of Pharmacology*, 122 Dixie Road, Chapel Hill, N.C.
- Minnear, Wilma A. (1964), M.S.N. (Western Reserve), *Professor of Nursing and Associate Professor of Health Administration*, Route 2, Box 80, Rougemont, N.C.
- Mishler, William Thomas Earle, II (1972), Ph.D. (Duke), *Assistant Professor of Political Science*, 3621 Cole Mill Road
- Mitchell, Thomas G. (1974), Ph.D. (Tulane), *Assistant Professor of Mycology in the Department of Microbiology and Immunology*, 117 West Trinity Avenue
- Modrich, Paul L. (1976), Ph.D. (Stanford), *Assistant Professor of Biochemistry*, 2705 Sarah Avenue
- Monsman, Gerald C. (1965), Ph.D. (Johns Hopkins), *Associate Professor of English*, 1421 North Mangum Street
- Moore, Ann L. (1975), M.D. (Missouri), *Assistant Professor of Community and Family Medicine*, Route 2, Box 519, Chapel Hill, N.C.
- Moore, James T. (1975), M.D. (Missouri), *Associate in Psychiatry and Associate in Community and Family Medicine*, Route 2, Box 519, Chapel Hill, N.C.
- Moore, John W. (1961), Ph.D. (Virginia), *Professor of Physiology*, 2801 Dogwood Road
- Moore, Joseph O. (1977), M.D. (Johns Hopkins), *Associate in the Department of Medicine*, 2424 Sedgfield Road, Chapel Hill, N.C.
- Moore, Lawrence C., Jr. (1966), Ph.D. (California Inst. of Tech.), *Associate Professor of Mathematics*, 2116 West Club Boulevard
- Moore, Mary Elizabeth (1977), M.S.W. (North Carolina at Chapel Hill), *Clinical Associate in Psychiatric Social Work in the Department of Psychiatry*, 1605 Merrick Street
- Moorman, Jane Clark (1975), M.S.W. (Tulane), *Associate in Psychiatric Social Work in the Department of Psychiatry*, Apartment C-2, 3600 Tremont Drive
- Morgan, Brenda M. (1974), M.S. (North Carolina at Chapel Hill), *Assistant Professor of Nursing*, 212 James Street, Carrboro, N.C.
- Morgan, Carlisle Lee, Jr. (1977), M.D. (Miami), Ph.D. (Yale), *Assistant Professor of Radiology*, 516 November Drive
- Morris, James J., Jr. (1963), M.D. (State Univ. of New York), *Associate Professor of Medicine*, 2810 Chelsea Circle
- Morris, Mary Ann W. (1977), M.D. (Arkansas), *Associate in the Department of Pediatrics*, Kings Mill Road, Chapel Hill, N.C.
- ¹²⁷Morse, Wayne J. (1974), Ph.D. (Michigan State Univ.), *Associate Professor of Business Administration*, 114 Social Sciences
- Moses, Montrose J. (1959), Ph.D. (Columbia), *Professor of Anatomy*, 152 Pinecrest Road
- Most, Ada F. (1973), Ed.D. (Columbia), *Associate Professor of Nursing*, 201 Monticello Avenue
- Moylan, Joseph A., Jr. (1975), M.D. (Boston), *Associate Professor of Surgery*, 2211 Chase Street
- ¹²⁸Mueller, Addison (1977), LL.B. (Yale), *Visiting Professor of Law*, Apartment 10, 2009 Southwood
- ¹²⁹Mueller, Earl George (1945), Ph.D. (State Univ. of Iowa), *Professor of Art*, 708-D Constitution Drive
- ¹³⁰Mueller, Julia Wilkinson (1939-41; 1946), M.A. (Iowa), *Professor of Music*, 708-D Constitution Drive
- Muga, Bruce J. (1967), Ph.D. (Illinois), *Professor of Civil Engineering*, 4110 King Charles Road
- ¹³¹Mullinix, Connie F. (1975), M.P.H. (North Carolina at Chapel Hill), *Instructor in Nursing*, Route 4, Box 423, Chapel Hill, N.C.
- Munoz, Silverio B. (1977), License (Universidad de Concepcion, Chile), *Visiting Assistant Professor of Romance Languages*, 2404 Bruton Road
- ¹³²Murphy, James J. (1976), M.D. (Yale), *Assistant Professor of Radiology*, 123 Stateside Drive, Chapel Hill, N.C.
- Murphy, Roland E. (1967-68; 1971), S.T.D. (Catholic Univ.), *Professor of Old Testament in the Divinity School*, 211 McCauley Street, Chapel Hill, N.C.
- Murray, Francis J. (1960), Ph.D. (Columbia), *Professor of Mathematics*, 1012 Norwood Avenue
- Murray, William J. (1972), M.D. (North Carolina at Chapel Hill), Ph.D. (Wisconsin), *Associate Professor of Anesthesiology*, 135 Pinecrest Road

¹²⁷Leave of absence 1977-78.

¹²⁸Through 6-30-77.

¹²⁹Medical leave 9-1-77.

¹³⁰Deceased 12 November 1977.

¹³¹Through 8-31-77.

¹³²Through 1-31-77.

- ¹³³**Musante, Gerard** (1971), Ph.D. (Tennessee), *Assistant Professor of Medical Psychology in the Department of Psychiatry and Assistant Professor of Community Health Sciences*, 120 Continental Drive
- Myers, Alice C.** (1976), M.S.W. (North Carolina at Chapel Hill), *Associate in Psychiatric Social Work in the Department of Psychiatry*, 2251 Cranford Road
- Myers, George C.** (1968), Ph.D. (Washington), *Professor of Sociology*, 12 Scott Place
- Myers, Lawrence Edward** (1973–75; 1976), Ph.D. (California at Berkeley), *Assistant Professor of Community and Family Medicine (Biostatistics)*, 2217 Myers Street
- Nagin, Daniel S.** (1976), Ph.D. (Carnegie-Mellon), *Assistant Professor of Policy Sciences*, 2101 West Club Boulevard
- ¹³⁴**Narahashi, Toshio** (1962–63; 1965), Ph.D. (Univ. of Tokyo), *Professor of Physiology*, 2964 Friendship Road
- Nash, James Loren** (1972), M.D. (Duke), *Associate Professor of Psychiatry*, 611 Brookview Road, Chapel Hill, N.C.
- ¹³⁵**Nashold, Blaine S., Jr.** (1957), M.D. (McGill), *Professor of Neurosurgery*, 410 East Forest Hills Boulevard
- Nathans, Sydney H.** (1966), Ph.D. (Johns Hopkins), *Associate Professor of History*, 1627 Marion Avenue
- Naumann, Dorothy Ethel** (1963), M.D. (Syracuse), *Assistant Professor of Community and Family Medicine*, 2404 Tampa Avenue
- Naylor, Aubrey Willard** (1952), Ph.D. (Chicago), *James B. Duke Professor of Botany*, 2430 Wrightwood Avenue
- Naylor, Thomas Herbert** (1964), Ph.D. (Tulane), *Professor of Economics and Computer Science*, Box 2809, Chapel Hill, N.C.
- Nebes, Robert David** (1973), Ph.D. (California Inst. of Tech.), *Assistant Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology*, 3310 Rolling Hill Road
- Neelon, Francis A.** (1969), M.D. (Harvard), *Associate Professor of Medicine*, 2216 West Club Boulevard
- Neilson, Robert H.** (1975), Ph.D. (Duke), *Assistant Professor of Chemistry*, Apartment B–1, 1422 Wyldewood Road
- ¹³⁶**Neish, Donald D.** (1974), M.D. (Temple), *Assistant Professor of Community Health Sciences*, 301 Laurel Hill Road, Chapel Hill, N.C.
- Nelius, Sigrid** (1973), M.D. (Munich), *Associate in Community and Family Medicine*, P.O. Box 3066
- Nelson, Charles E.** (1976), Ph.D. (Ohio University), *Assistant Professor and Research Associate in Physics*, 2708 Heather Glen
- Newborg, Barbara Carol** (1952), M.D. (Johns Hopkins), *Assistant Professor of Medicine*, 1503 Virginia Avenue
- Newell, Josephine E.** (1975), M.D. (Maryland), *Associate in Community and Family Medicine and Associate in the Department of Radiology*, P.O. Box 68, Bailey, N.C.
- Newson, Henry Winston** (1948), Ph.D. (Chicago), *James B. Duke Professor of Physics*, 1111 North Gregson Street
- Newton, Francis** (1967), Ph.D. (North Carolina at Chapel Hill), *Professor of Latin*, 2809 Legion Avenue
- Nicklas, R. Bruce** (1965), Ph.D. (Columbia), *Professor of Zoology*, 3101 Camelot Court
- Niess, Robert J.** (1972), Ph.D. (Minnesota), *Professor of Romance Languages*, 2709 Spencer Street
- Nijhout, Herman Frederik** (1976), Ph.D. (Harvard), *Assistant Professor of Zoology*, 2952 Welcome Drive
- Noell, Karl Thomas** (1974), M.D. (Rochester), *Assistant Professor of Radiology*, 2307 Prince Street
- Nolte, Loren W.** (1966), Ph.D. (Michigan), *Professor of Electrical Engineering and Professor of Biomedical Engineering*, 2708 Sevier Street
- Norton, Thomas T.** (1972), Ph.D. (California at Los Angeles), *Assistant Professor of Psychology and Assistant Professor of Physiology*, 2708 Augusta Drive
- Nowlin, John B.** (1967), M.D. (Duke), *Assistant Professor of Community and Family Medicine*, Apartment 1, 2711 Bedford Street
- Nozaki, Yasuhiko** (1966), Ph.D. (Univ. of Tokyo), *Associate in Biochemistry*, 2810 Stuart Drive
- Nygard, Holger Olof** (1960), Ph.D. (California at Berkeley), *Professor of English*, 4015 Cole Mill Road
- Oates, John F.** (1967), Ph.D. (Yale), *Professor of Classical Studies*, 2416 Alpine Road
- O'Barr, William M.** (1969), Ph.D. (Northwestern), *Associate Professor of Anthropology*, 713 Anderson Street
- Oddson, Terrence A.** (1976), M.D. (Texas), *Assistant Professor of Radiology*, 809 Tinkerbell Road, Chapel Hill, N.C.
- Odom, Guy Leary** (1943), M.D. (Tulane), *James B. Duke Professor of Neurosurgery*, 2812 Chelsea Circle
- Oehler, Jerri M.** (1975), M.S.N. (Med. Coll. of Virginia), *Clinical Associate in Nursing in the Department of Pediatrics and Clinical Instructor in the School of Nursing*, 210 Landsbury Drive

¹³³Through 2–28–77.

¹³⁴Through 4–30–77.

¹³⁵Sabbatical leave 1–1–77 through 6–30–77.

¹³⁶Through 6–30–77.

- O'Foghluudha, Fearghus T. (1970), Ph.D. (National Univ. of Ireland), *Professor of Radiology and Adjunct Professor of Physics*, 1513 Pinecrest Road
- Olanow, Charles Warren (1977), M.D. (Toronto), *Assistant Professor of Medicine (Neurology)*, 3504 Stoneybrook Drive
- Older, Robert A. (1974), M.D. (Duke), *Associate Professor of Radiology*, Route 1, Irongate Box 91 D4, Bahama, N.C.
- Oldham, H. Newland, Jr. (1970), M.D. (Baylor), *Professor of Surgery*, 1020 Homer Street
- O'Quinn, Aglaia N. (1974), M.D. (Duke), *Associate in Pediatrics*, 7001 Holly Drive, Raleigh, N.C.
- Orleans, Carole Tracy (1977), Ph.D. (Maryland), *Associate in Medical Psychology in the Department of Psychiatry*, 9 Laurel Ridge, Chapel Hill, N.C.
- ¹³⁷O'Rourke, James R., Jr. (1972), M.D. (Kentucky), *Associate in Community Health Sciences and Clinical Associate in Medicine*, 405 Longleaf Drive, Chapel Hill, N.C.
- Osborn, Robert Tappan (1954), Ph.D. (Drew), *Professor of Religion*, 2732 McDowell Road
- Osofsky, Stephen Gary (1977), M.D. (Northwestern), *Assistant Professor of Pediatrics*, 101 Mosswood Court, Chapel Hill, N.C.
- Osterhout, Shirley Kirkman (1967), M.D. (Duke), *Assistant Professor of Pediatrics*, 5133 North Willowhaven Drive
- Osterhout, Suydam (1959), M.D. (Duke), Ph.D. (Rockefeller Inst.), *Professor of Microbiology and Professor of Medicine*, 5133 North Willowhaven Drive
- Osuna, Rafael (1977), Ph.D. (Brown), *Professor of Romance Languages*, 2647 Umstead Road
- Ottolenghi, Athos (1959), M.D. (Univ. of Pavia, Italy), *Professor of Pharmacology*, 1510 Woodburn Road
- ¹³⁸Outlaw, Douglas A. (1974), Ph.D. (North Carolina State), *Instructor and Research Associate in Physics*, 2503 West Club Boulevard
- Owen, Harry Ashton, Jr. (1951), Ph.D. (North Carolina State), *Professor of Electrical Engineering*, 2741 McDowell Road
- Ownby, Dennis Randall (1977), M.D. (Med. Coll. of Ohio), *Assistant Professor of Pediatrics*, 2219 Mounthaven Drive
- Padilla, George M. (1965), Ph.D. (California at Los Angeles), *Associate Professor of Physiology*, 3510 Donnigale Avenue
- Paletz, David L. (1967), Ph.D. (California at Los Angeles), *Associate Professor of Political Science*, 1311 Carolina Avenue
- Palmer, Aubrey Edwin (1944), C.E. (Virginia), *Associate Professor of Civil Engineering*, 2525 Highland Avenue
- Palmer, Richard A. (1966), Ph.D. (Illinois), *Associate Professor of Chemistry*, 126 Pinecrest Road
- Palmer, Richard G. (1977), Ph.D. (Cambridge), *Assistant Professor of Physics*, Apartment H-6, 3600 Tremont Drive
- Palmore, Erdman B. (1967), Ph.D. (Columbia), *Professor of Medical Sociology in the Department of Psychiatry and Professor of Sociology*, 19 Scott Place
- ¹³⁹Pardon, William (1977), Ph.D. (Princeton), *Assistant Professor of Mathematics*, Institute for Advanced Studies, Princeton, N.J.
- Parham, Betty B. (1977), M.S.W. (Smith College), *Clinical Associate in Psychiatric Social Work in the Department of Psychiatry*, Route 5, Box 241, Roxboro, N.C.
- ¹⁴⁰Parker, Harold Talbot (1939), Ph.D. (Chicago), *Professor of History*, 1005 Demerius Street
- Parker, Joseph B., Jr. (1953-59; 1970), M.D. (Tennessee), *Professor of Psychiatry*, 24 Stoneridge
- Parker, Roy T. (1954), M.D. (Med. Coll. of Virginia), *F. Bayard Carter Professor of Obstetrics and Gynecology*, 111 Pinecrest Road
- Parkerson, George R., Jr. (1974), M.D. (Duke), *Assistant Professor of Community and Family Medicine*, 4040 Nottaway Road
- Parmentier, James L. (1977), Ph.D. (California at Santa Barbara), *Assistant Medical Research Professor of Anesthesiology*, 1910 Glendale Avenue
- Partin, Harry B. (1964), Ph.D. (Chicago), *Associate Professor of Religion*, 2739 Spencer Street
- Paschal, Joel Francis (1954), Ph.D. (Princeton), *Professor of Law*, 1527 Pinecrest Road
- ¹⁴¹Patrick, Merrill Lee (1964), Ph.D. (Carnegie Inst. of Tech.), *Professor of Computer Science*, 25 Scott Place
- Pauk, Z. Daniel (1967), M.D. (Iowa), *Assistant Professor of Psychiatry*, 1802 Woodburn Road
- Paul, Robert G. (1970), Ph.D. (Oklahoma), *Associate in Audiology and Speech Pathology in the Department of Surgery*, 3512 Chapel Hill Road
- Paulson, David F. (1972), M.D. (Duke), *Associate Professor of Urology in the Department of Surgery*, 3911 Plymouth Road
- Payne, Bruce L. (1972), M.A. (Yale), *Lecturer in Policy Sciences*, 2116 Englewood Avenue

¹³⁷Through 4-1-77.

¹³⁸Through 4-30-77.

¹³⁹Leave of absence 1977-78.

¹⁴⁰Retired 8-31-77.

¹⁴¹Sabbatical leave 1977-78.

- Payne, John William (1977), Ph.D. (California at Irvine), *Associate Professor of Business Administration*, 102 Mosswood Court, Chapel Hill, N.C.
- Peach, William Bernard (1951), Ph.D. (Harvard), *Professor of Philosophy*, 706-F Constitution Drive
- Pearsall, George W. (1964), Sc.D. (Massachusetts Inst. of Tech.), *Professor of Materials Science*, 2941 Welcome Drive
- Peele, Talmage Lee (1939), M.D. (Duke), *Professor of Anatomy, Professor of Medicine (Neurology), Assistant Professor of Pediatrics, and Lecturer in Psychology*, KD2 University Apartments
- Peete, Charles Henry, Jr. (1953), M.D. (Harvard), *Professor of Obstetrics and Gynecology*, 42 Beverly Drive
- Peete, William P. J. (1955), M.D. (Harvard), *Professor of Surgery*, 2814 Chelsea Circle
- Pepe, Peter Francis (1972), M.D. (Temple), *Assistant Professor of Medicine*, 320 Glendale Drive, Chapel Hill, N.C.
- ¹⁴²Perkins, Ronald (1968), Ph.D. (Indiana), *Professor of Geology*, 2719 Montgomery Street
- Persons, Walter Scott (1930), A.B. (Duke), *Associate Professor of Physical Education*, 612 Swift Avenue
- Pessar, Patricia Ruth (1977), Ph.D. (Chicago), *Assistant Professor of Anthropology*, Apartment H-1, 2106 Front Street
- Peter, Robert Hatton (1967), M.D. (Duke), *Associate Professor of Medicine*, 2710 McDowell Road
- Peters, Calvin R. (1975), M.D. (Louisiana State Univ.), *Assistant Professor of Plastic and Maxillofacial Surgery*, 3519 Barcelona Avenue
- ¹⁴³Petersen, Ingo H. (1976), Ph.D. (State University of Iowa), *Visiting Professor of Chemistry*, Apartment G-06, Building 9, 3525 Mayfair Street
- Peterson, David W. (1973), Ph.D. (Stanford), *Professor of Management Sciences in the Graduate School of Business Administration*, 1013 Monmouth Avenue
- Peterson, Eric W. (1976), M.D. (Duke), *Clinical Associate in the Department of Psychiatry*, 60 Fox Chase Road, West, Asheville, N.C.
- Petty, Olan Lee (1952), Ph.D. (State Univ. of Iowa), *Professor of Education*, 2803 McDowell Road
- ¹⁴⁴Pfeiffer, Eric A. (1966), M.D., (Washington), *Professor of Psychiatry*, 3203 Cromwell Road
- Pfeiffer, John Bernard, Jr. (1949), M.D. (Cornell), *Professor of Medicine*, 3414 Rugby Road
- Phelps, Leland R. (1961), Ph.D. (Ohio State), *Professor of Germanic Languages and Literature*, 2255 Cranford Road
- ¹⁴⁵Phillips, James Henry (1946), Ph.D. (Yale), *Professor of Religion*, 813 Colonial Drive
- Philpott, Jane (1951), Ph.D. (Iowa), *Professor of Botany and Professor of Wood Anatomy, School of Forestry and Environmental Studies*, 2260 Cranford Road
- Pickett, John E. Phillip (1970) *Associate in Pathology and Instructor in the Medical Technology Program*, 3323 Pinafore Drive
- Pickrell, Kenneth LeRoy (1944), M.D. (Johns Hopkins), *Professor of Plastic and Maxillofacial Surgery*, 3 Sylvan Road
- Pilkey, Orrin H. (1965), Ph.D. (Florida State), *Professor of Geology*, Route 4, Box 426, Hillsborough, N.C.
- Pilkington, Theo Clyde (1961), Ph.D. (Duke), *Professor of Biomedical Engineering and Professor of Electrical Engineering*, 2932 Ridge Road
- Pinnell, Sheldon R. (1973), M.D. (Yale), *Associate Professor of Medicine (Dermatology)*, 2815 Chelsea Circle
- Pittillo, Robert A., Jr. (1968), Ed.D. (Duke), *Associate Professor of Education*, 2735 Montgomery Street
- Pizzo, Salvatore V. (1976), Ph.D., M.D. (Duke), *Assistant Professor of Pathology*, 2107 Elmwood Avenue
- ¹⁴⁶Poirier, Jacques C. (1955), Ph.D. (Chicago), *Professor of Chemistry*, 210 West Lavender Avenue
- Porter, Ned A. (1969), Ph.D. (Harvard), *Associate Professor of Chemistry*, 1009 Archdale Drive
- Portes, Alejandro (1975), Ph.D. (Wisconsin), *Professor of Sociology*, 2322 Dawn Trail
- Portwood, Richard M. (1959), M.D. (Southwestern), *Assistant Professor of Medicine*, 54 Beverly Drive
- Postlethwait, Raymond W. (1955), M.D. (Duke), *Professor of Surgery*, 143 Pinecrest Road
- ¹⁴⁷Poteat, William Hardman (1960), Ph.D. (Duke), *Professor of Religion and Comparative Studies*, 621 Greenwood Road, Chapel Hill, N.C.
- Poth, Phillip W. (1977), M.D. (Tulane), *Associate in the Department of Medicine*, 113 Landsbury Drive
- Potts, Leo (1973), M.B. (Adelaide, South Australia), *Assistant Professor of Psychiatry*, 12 Horizon Hill, Asheville, N.C.
- Pratt, Philip C. (1966), M.D. (Johns Hopkins), *Professor of Pathology*, 2707 Sevier Street
- Pratt, Vernon G. (1964), M.F.A. (San Francisco Art Institute), *Assistant Professor of Art*, 416 West Markham Avenue

¹⁴²Sabbatical leave, fall 1977-78.

¹⁴³Through 5-31-77.

¹⁴⁴Through 2-28-77.

¹⁴⁵Retired 8-31-77.

¹⁴⁶Sabbatical leave, fall 1977-78.

¹⁴⁷Sabbatical leave, spring 1977-78 and fall 1978-79

- ¹⁴⁸**Predmore, Richard Lionel** (1950), D.M.L. (Middlebury), *Professor of Romance Languages*, 7 Glenmore Drive
Preiss, Jack J. (1959), Ph.D. (Michigan State), *Professor of Sociology*, 2722 McDowell Road
Preissig, Sandra H. (1977), M.D. (Tennessee), *Assistant Professor of Pathology*, 4028 Livingstone Place
Preston, Richard A. (1965), Ph.D. (Yale), *William K. Boyd Professor of History*, 1124 Woodburn Road
Price, David E. (1973), Ph.D. (Yale), *Associate Professor of Political Science and Policy Sciences*, 106 Collums Road, Chapel Hill, N.C.
¹⁴⁹**Price, E. Reynolds** (1958), B.Litt. (Oxford), *James B. Duke Professor of English*, Box 4813, Duke Station
Price, James Ligon, Jr. (1952), Ph.D. (Cambridge), *Professor of Religion*, 2723 Circle Drive
Price, Mary Kathleen (1975), J.D. (Illinois), *Associate Professor of Law*, 2222 West Club Boulevard
Pritchett, Edward L. C. (1976), M.D. (Ohio State), *Assistant Professor of Medicine*, 116 Pinecrest Road
¹⁵⁰**Protter, Philip E.** (1975), Ph.D. (California at San Diego), *Assistant Professor of Mathematics*, Apartment O, 700 Pace Street
¹⁵¹**Provine, Robert C., Jr.** (1976), M.A. (Harvard), *Visiting Lecturer in Musicology*, 905 Monmouth Avenue
Pupkin, Marcos J. (1974), M.D. (Univ. of Chile), *Associate Professor of Obstetrics and Gynecology*, 4518 Cheshire Court
Putman, Charles E. (1977), M.D. (Texas), *Professor of Radiology*, 2122 Campus Drive
Pye, A. Kenneth (1966), LL.M. (Georgetown), *Professor of Law*, 2802 Chelsea Circle
Quarfordt, Steven H. (1968), M.D. (New York Univ.), *Associate Professor of Medicine*, 3300 Pinafore Drive
Quin, Louis D. (1957), Ph.D. (North Carolina at Chapel Hill), *Professor of Chemistry*, 2740 McDowell Road
Quinn, Galen W. (1958), D.D.S. (Tennessee), *Professor of Orthodontics*, 806 East Forest Hills Boulevard
Quinn, Naomi R. (1972), Ph.D. (Stanford), *Assistant Professor of Anthropology*, 710 Overhill Terrace
Raith, Jill (1973), Ph.D. (Chicago), *Associate Professor of Historical Theology in the Divinity School*, 3213 Pickett Road
Rajagopal, R. (1974), Ph.D. (Michigan), *Assistant Professor of Quantitative Science, School of Forestry and Environmental Studies*, Apartment E-2, 2106 Front Street
Rajagopalan, K. V. (1966), Ph.D. (Madras), *Professor of Biochemistry*, 2214 Elmwood Avenue
Ralston, Charles William (1954), Ph.D. (Duke), *Professor of Forest Soils*, 2531 Wrightwood Avenue
Ramm, Dietolf (1969), Ph.D. (Duke), *Associate Medical Research Professor of Psychiatry and Part-time Lecturer in Computer Science*, 3538 Hamstead Court
Ramón, Fidel (1974), Ph.D. (Duke), M.D. (Mexico), *Assistant Medical Research Professor of Physiology*, 1407 Arnette Avenue
¹⁵²**Rampone, John F.** (1973), M.D. (Marquette), *Assistant Professor of Obstetrics and Gynecology*, 907 Chalice Street
¹⁵³**Randall, Dale B. J.** (1957), Ph.D. (Pennsylvania), *Professor of English*, 2620 University Drive
Raschke, Manfred G. (1975), B.A. (Toronto, Canada), *Instructor in Classical Studies*, Apartment 27-L, 2752 Middleton Street
Raynor, Calla Ann (1962), M.A.T. (North Carolina at Chapel Hill), *Assistant Professor of Physical Education*, 858 Louise Circle
Reardon, Kenneth James (1947), M.A. (Boston), *Associate Professor of English*, 2511 Winton Road
Reddy, William Mathew (1977), Ph.D. (Chicago), *Visiting Assistant Professor of History*, Apartment B, 2304 Pratt Street
Redick, Lloyd F. (1974), M.D. (Ohio State), *Professor of Anesthesiology*, Box 277C, Route 7, Lakeside Drive
Reed, James C. (1976), M.D. (Miami), *Associate Professor of Radiology*, 608 Croom Court, Chapel Hill, N.C.
Reed, John William (1970), M.D. (Bowman Gray), *Associate Professor of Ophthalmology*, 3212 Cromwell Road
Reed, Michael C. (1974), Ph.D. (Stanford), *Professor of Mathematics*, Apartment 106, 1008½ Gloria Avenue
Reedy, Michael K. (1969), M.D. (Washington), *Associate Professor of Anatomy*, 2119 West Club Boulevard
Reimer, Keith Arnold (1975), Ph.D., M.D. (Northwestern), *Assistant Professor of Pathology*, Route 7, Box 215, Timberly Drive
Reisner, Emily G. (1973), Ph.D. (Case Western Reserve), *Medical Research Associate in Immunology in the Department of Microbiology and Immunology*, 2834 Stuart Drive

¹⁴⁸Leave of absence, fall 1977-78.

¹⁴⁹Sabbatical leave, spring 1977-78.

¹⁵⁰Leave of absence 1977-78.

¹⁵¹Through 8-31-77.

¹⁵²Through 3-31-77.

¹⁵³Sabbatical leave, spring 1977-78.

- Reiss, Edmund A. (1967), Ph.D. (Harvard), *Professor of English*, Route 3, Box 187
- Reppy, William A., Jr. (1971), J.D. (Stanford), *Professor of Law*, 604 Laurel Hill Road, Chapel Hill, N.C.
- ¹⁵⁴Reynolds, Jacqueline A. (1969), Ph.D. (Washington), *Associate Professor of Biochemistry*, 1430 North Mangum Street
- Reznick, Bruce A. (1976), Ph.D. (Stanford), *Assistant Professor of Mathematics*, Apartment 9-B, 1808 Chapel Hill Road
- Rhoads, John McFarlane (1956), M.D. (Temple), *Professor of Psychiatry and Lecturer in Pastoral Care in the Divinity School*, 2404 Prince Street
- Rice, John R. (1976), M.D. (Miami), *Associate in Medicine*, 4109 Deepwood Circle
- Rice, Reed P. (1965), M.D. (Indiana), *Professor of Radiology*, 800 Cedar Falls Road
- Rice, Willy Earl (1974), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Sociology*, 500 Umstead Drive, Apartment 204-D, Chapel Hill, N.C.
- Richards, John F. (1977), Ph.D. (California at Berkeley), *Associate Professor of History*, 1012 Gloria Avenue
- Richardson, Curtis John (1977), Ph.D. (Tennessee), *Associate Professor of the School of Forestry and Environmental Studies*, 2610 Sevier Street
- Richardson, David C. (1969), Ph.D. (Massachusetts Inst. of Tech.), *Associate Professor of Biochemistry*, 213 Nanaline H. Duke Bldg.
- Richardson, Jane Shelby (1970), M.A.T. (Harvard), *Associate in Anatomy*, 213 Nanaline H. Duke Bldg.
- ¹⁵⁵Richardson, Lawrence, Jr., (1966), Ph.D. (Yale), *Professor of Latin in the Department of Classical Studies*, 1103 North Gregson Street
- Richey, McMurry S. (1954), B.D., Ph.D. (Duke), *Professor of Theology and Christian Nurture in the Divinity School*, 2725 Dogwood Road
- Riebel, John D. (1962), M.A. (Duke), *Associate Professor of Physical Education*, 60 Oakwood Drive, Chapel Hill, N.C.
- Rigsby, Kent J. (1971), Society of Fellows (Harvard), *Associate Professor of Classical Studies*, 1006 Minerva Avenue
- Ripley, Dana Phelps (1959), Ph.D. (North Carolina at Chapel Hill), *Associate Professor of Romance Languages*, 3603 West Cornwallis Road
- Ripley, Godfrey D. (1976), M.B. (London), *Assistant Clinical Professor of Community and Family Medicine*, Apartment 104, 3547 Mayfair Street
- Robbins, James C. (1977), B.S.E.E. (Purdue), *Visiting Assistant Professor of Naval Science*, 3485 Hope Valley Road
- Roberson, Nathan Russell, Jr. (1963), Ph.D. (Johns Hopkins), *Professor of Physics*, 3406 Ogburn Court
- Roberts, George W. (1971), Ph.D. (Cambridge), *Associate Professor of Philosophy*, 2706 Montgomery Street
- Roberts, Judith Mary (1977), M.S.N. (Vanderbilt), *Instructor in Nursing*, 2527 Rickey Circle, Raleigh, N.C.
- Robertson, Horace B., Jr. (1976), J.D. (Georgetown), *Professor of Law*, 5 Stoneridge Circle
- Robertson, J. David (1966), M.D. (Harvard), Ph.D. (Massachusetts Inst. of Tech.), *James B. Duke Professor of Anatomy*, 32 Oak Drive
- Robinson, Charles K. (1961), Ph.D. (Duke), *Associate Professor of Philosophical Theology in the Divinity School*, 129 Wilkins Road
- Robinson, George M. (1971), Ph.D. (Chicago), *Assistant Professor of Psychology*, 2431 Alpine Road
- Robinson, Hugh G. (1964), Ph.D. (Duke), *Professor of Physics*, 2749 McDowell Road
- Robinson, Roscoe R. (1962), M.D. (Oklahoma), *Professor of Medicine*, 3929 Nottaway Road
- Roche, James K. (1977), M.D. (Pennsylvania), *Associate in the Department of Medicine*, 131 Pinecrest Road
- Rockwell, William James Kenneth (1968), M.D. (Duke), *Assistant Professor of Psychiatry*, 3318 Devon Road
- Roe, Charles R. (1969), M.D. (Duke), *Associate Professor of Pediatrics*, 1409 Colewood Drive
- ¹⁵⁶Roe, David B. (1976), Ph.D. (Duke), *Instructor and Research Associate in Physics*, 916 Lambeth Circle
- ¹⁵⁷Rogerson, C. A. (Tony) (1976), M.B. (Cambridge), *Visiting Associate in Community and Family Medicine*, 2113 Beechtree Avenue, Sanford, N.C.
- Rogowski, Ronald L. (1975), Ph.D. (Princeton), *Associate Professor of Political Science*, 924 Urban Avenue
- Rohler, Lloyd Earl, Jr. (1977), Ph.D. (Indiana), *Assistant Professor of English*, 2709 Sarah Avenue
- Rollaston, James (1975), Ph.D. (Yale), *Associate Professor of Germanic Languages and Literature*, 3238 Pickett Road

¹⁵⁴Sabbatical leave 9-1-77 through 8-31-78.

¹⁵⁵Leave of absence, fall 1977-78.

¹⁵⁶Through 5-31-77.

¹⁵⁷Through 7-31-77.

- Ropp, Theodore** (1938), Ph.D. (Harvard), *Professor of History*, 302 East Woodridge Drive
- Rosati, Robert A.** (1971), M.D. (Duke), *Associate Professor of Medicine and Associate in Community and Family Medicine*, 5918 Craig Road
- ¹⁵⁸**Roseman, Jeffrey M.** (1975–76; 1977), M.D. (Pritaker Sch. of Med.), Ph.D. (Chicago), *Associate in Community Health Sciences*, 1312 Hudson Avenue
- Rosen, Beverly K.** (1974), M.S.W. (North Carolina at Chapel Hill), *Associate in Community and Family Medicine*, 403 Knob Court, Chapel Hill, N.C.
- Rosen, Gerald M.** (1972), Ph.D. (Clarkson Coll. of Tech.), *Assistant Professor of Pharmacology*, 403 Knob Court, Chapel Hill, N.C.
- ¹⁵⁹**Rosen, Lawrence** (1974), J.D., Ph.D. (Chicago), *Associate Professor of Anthropology and Adjunct Associate Professor of Law*, 1528 Hermitage Court
- Rosenberg, Donald K.** (1976), Ph.D. (Ohio State), *Assistant Professor of Germanic Languages and Literature*, 919 Monmouth Avenue
- Rosenberg, Stanley J.** (1975), M.D. (Michigan), *Assistant Professor of Anesthesiology*, 2713 Circle Drive
- Rosendahl, Bruce R.** (1976), Ph.D. (California at San Diego), *Assistant Professor of Geology*, 1328 Clermont Road
- ¹⁶⁰**Rosenthal, Myron** (1971), Ph.D. (Duke), *Assistant Professor of Physiology*, 4514 Regis Avenue
- Roses, Allen David** (1970), M.D. (Pennsylvania), *Associate Professor of Medicine (Neurology) and Assistant Professor of Biochemistry*, 2964 Friendship Road
- Ross, David J.** (1972), Ph.D. (Stanford), *Assistant Professor of Philosophy*, Apartment 29–D, 2752 Middleton Street
- Ross, Norman F.** (1937), D.D.S. (Temple), *Associate Professor of Dentistry*, 2811 Chelsea Circle
- Rosse, Wendell F.** (1966), M.D. (Chicago), *Professor of Medicine and Professor of Immunology*, Route 7, Box 223, Timberly Drive
- Rossell, Christine Hamilton** (1977), Ph.D. (Southern California), *Visiting Assistant Professor in Policy Sciences*, 2822 Erwin Road
- Roth, Susan** (1973), Ph.D. (Northwestern), *Assistant Professor of Psychology*, 406 Lyons Road, Chapel Hill, N.C.
- Rothman, Stanley Jess** (1977), M.D. (McGill), *Assistant Professor of Pediatrics and Assistant Professor of Medicine (Neurology)*, 3123 Medford Road
- Rourk, Malcolm Henderson, Jr.** (1971), M.D. (Pennsylvania), *Assistant Professor of Pediatrics and Assistant Professor of Community and Family Medicine*, 808 Wells Street
- Rowe, Thomas D., Jr.** (1975), J.D. (Harvard), *Associate Professor of Law*, 712–D Constitution Drive
- Roy, Donald Francis** (1950), Ph.D. (Chicago), *Professor of Sociology*, 604 North Gregson Street
- Ruderman, Robert J.** (1976), M.D. (Rochester), *Assistant Professor of Orthopaedic Surgery and Associate in Pediatrics*, 3612 Alman Drive
- Rundles, Ralph Wayne** (1945), Ph.D. (Cornell), M.D. (Duke), *Professor of Medicine*, 3608 Westover Road
- Ryals, Clyde de Loache** (1973), Ph.D. (Pennsylvania), *Professor of English*, 1620 University Drive
- Sabiston, David Coston, Jr.** (1964), M.D. (Johns Hopkins), *James B. Duke Professor of Surgery*, 1528 Pinecrest Road
- Sagberg, Anne E.** (1956), M.D. (Onslow), *Assistant Clinical Professor of Psychiatry*, Highland Hospital, Asheville, N.C.
- Sage, Harvey J.** (1964), Ph.D. (Yale), *Associate Professor of Biochemistry and Associate Professor of Immunology*, 2960 Welcome Drive
- ¹⁶¹**Salamon, Lester M.** (1973), Ph.D. (Harvard), *Associate Professor of Political Science and Associate Professor of Policy Sciences*, 214 Perkins Library
- Salber, Eva J.** (1971), M.D. (Univ. of Cape Town, South Africa), *Professor of Community and Family Medicine*, 1308 Arboretum Drive, Chapel Hill, N.C.
- Saltzman, Herbert A.** (1958), M.D. (Philadelphia), *Professor of Medicine*, 2728 McDowell Road
- Salzano, John V.** (1958), Ph.D. (Iowa State), *Professor of Physiology*, 409 Clarion Drive
- Sanders, Aaron P.** (1956), Ph.D. (North Carolina at Chapel Hill), *Professor of Radiology*, Route 1, Box 119–G2, Bahama, N.C.
- Sanford, David H.** (1970), Ph.D. (Cornell), *Associate Professor of Philosophy*, 2227 Cranford Road
- ¹⁶²**Santi, Enrico Mario** (1976), M.Ph. (Yale), *Instructor in Romance Languages*, Apartment 27–G, 2752 Middleton Street
- Saville, Eugenia Curtis** (1947), M.A. (Columbia), *Associate Professor of Music*, 1103 Anderson Street
- ¹⁶³**Saville, Lloyd Blackstone** (1946), Ph.D. (Columbia), *Professor of Economics*, 1103 Anderson Street
- Sawyer, Robert N.** (1976), Ed.D. (Wyoming), *Associate Professor of Education*, 4600 Berini Drive

¹⁵⁸Through 5–13–77.

¹⁵⁹Through 8–31–77.

¹⁶⁰Through 7–29–77.

¹⁶¹Leave of absence 9–1–77 through 8–31–79.

¹⁶²Through 8–31–77.

¹⁶³Sabbatical leave 1977–78.

- Sayner, Nancy C.** (1977), D.N.S. (San Francisco at California), *Associate Professor of Nursing*, Route 4, Box 661, Hillsborough, N.C.
- Schafer, Sally A.** (1975), M.S.N. (Case Western Reserve), *Instructor in Nursing*, Apartment 104-C, 3022 Chapel Hill Road
- Schanberg, Saul M.** (1967), Ph.D., M.D. (Yale), *Professor of Pharmacology and Assistant Professor of Neurology*, 1604 Pinecrest
- Scheiner, James H.** (1975), Ph.D. (Ohio State), *Assistant Professor of Business Administration*, 3108 Hope Valley Road
- Schenk, Katherine N.** (1972), Ed.D. (Florida), *Associate Professor of Nursing*, 1300 Kent Street
- Schiffman, Harold** (1963), Ph.D. (Princeton), *Professor of Psychology*, 3010 Oxford Drive
- Schiffman, Susan S.** (1972), Ph.D. (Duke), *Assistant Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology*, 18 Heath Place
- ¹⁶⁴**Schilder, Marvin A.** (1973), B.B.A. (City Coll. of New York), *Assistant Professor of Community Health Sciences*, 3920 Saint Marks Road
- ¹⁶⁵**Schmidt, Herbert J.** (1975), M.D. (Missouri), *Assistant Professor of Obstetrics and Gynecology*, Apartment C-2, 1336 Newcastle Road
- Schmidt, Margaret C.** (1974), M.A. (Louisville), *Associate in Pathology*, 5814 Scalybark Road
- Schmidt-Nielsen, Knut** (1952), Dr.Phil. (Copenhagen), *James B. Duke Professor of Physiology in the Department of Zoology*, c/o Zoology Department
- Schneider, Kenneth A.** (1976), M.D. (Northwestern), *Professor of Pathology*, Route 6, Box 148, Chapel Hill, N.C.
- Schomberg, David W.** (1968), Ph.D. (Purdue), *Associate Professor of Obstetrics and Gynecology and Assistant Professor of Physiology*, Route 1, Box 304A
- Schwartz, Michael** (1976), B.A. (Middlebury College), *Instructor in English*, 4022 Chapel Hill Road
- Scott, Anne Firor** (1961), Ph.D. (Radcliffe), *Professor of History*, 1028 Highland Woods, Chapel Hill, N.C.
- Scott, David William** (1971), Ph.D. (Yale), *Associate Professor of Microbiology and Immunology*, 3203 Winfield Drive
- Scott, Jean A.** (1974), Ph.D. (Harvard), *Assistant Professor of History*, Apartment I-28, 2752 Middleton Street
- Scott, William Evans** (1958), Ph.D. (Yale), *Professor of History*, 3064-C Colony Road
- ¹⁶⁶**Scoville, Richard A.** (1961), Ph.D. (Yale), *Associate Professor of Mathematics*, 2313 West Club Boulevard
- Scullin, Daniel C., Jr.** (1974), M.D. (Ohio State), *Associate in Medicine*, 5 Pine Tree Lane, Route 2, Chapel Hill, N.C.
- Seaber, Judy Harrington** (1969), B.A. (Emory), *Assistant Clinical Professor of Ophthalmology*, Richmond Downs Farm, Hillsborough, N.C.
- Sealy, Will Camp** (1946), M.D. (Emory), *Professor of Thoracic Surgery*, 2232 Cranford Road
- Searles, Richard B.** (1965), Ph.D. (California at Berkeley), *Associate Professor of Botany*, 1800 Woodburn Road
- Sedwick, W. David** (1976), Ph.D. (Pennsylvania), *Assistant Medical Research Professor of Medicine and Assistant Medical Research Professor of Microbiology*, 3805 Westcrest Drive
- Seebass, Tilman Otto Robert** (1977), Ph.D. (Basel, Switzerland), *Assistant Professor of Music*, 6 Sylvan Road
- Seigler, Hilliard Foster** (1967), M.D. (North Carolina at Chapel Hill), *Professor of Surgery and Associate Professor of Immunology*, 4006 King Charles Road
- Selman, Richard D.** (1976), M.D. (Emory), *Associate in Psychiatry*, 51 Audubon Drive, Asheville, N.C.
- Semans, James Hustead** (1953), M.D. (Johns Hopkins), *Professor of Urology*, 1415 Bivins Street
- Serafin, Donald** (1974), M.D. (Duke), *Associate Professor of Plastic and Maxillofacial Surgery*, 824 Anderson Street
- Serwer, Gerald A.** (1974), M.D. (Duke), *Assistant Professor of Pediatrics*, 2801 Welcome Drive
- Severns, Catherine M.** (1971), Certificate in Nursing (Yale), *Associate in the Department of Community and Family Medicine*, 2106 Woodrow Street
- Seyler, Suzanne M.** (1976), M.S. (Wisconsin), *Instructor in Nursing*, 2221 Thunder Road
- Sharon, Boaz** (1976), M.M. (Boston), *Lecturer in Music*, Apartment B-2, 812 Green Street
- Shaughnessy, Edward J., Jr.** (1975), Ph.D. (Virginia), *Assistant Professor of Mechanical Engineering*, 805 Duluth Street
- Shaw, Barbara Ramsay** (1975), Ph.D. (Washington), *Assistant Professor of Chemistry*, 14 Forest Ridge Place
- Shelburne, John D.** (1973), Ph.D., M.D. (Duke), *Assistant Professor of Pathology*, 4302 Malvern Road

¹⁶⁴Through 6-30-77.

¹⁶⁵Through 6-30-77.

¹⁶⁶Sabbatical leave, spring 1977-78

- ¹⁶⁷Sheldon, Gary Wayne (1975), M.D. (St. Louis Univ.), *Assistant Professor of Obstetrics and Gynecology*, 100 Forestwood Drive
- Shepard, Marion L. (1967), Ph.D. (Iowa State), *Associate Professor of Materials Science*, 3421 Pinafore Drive
- Shields, M. Bruce (1974), M.D. (Oklahoma Univ.), *Assistant Professor of Ophthalmology*, 2713 Spencer Street
- Shimm, Melvin G. (1953), LL.B. (Yale), *Professor of Law*, 2429 Wrightwood Avenue
- Shingleton, William Warner (1947), M.D. (Bowman Gray), *Professor of Surgery*, 3866 Somerset Drive
- Shiple, Robert H. (1977), Ph.D. (Iowa), *Assistant Professor of Medical Psychology in the Department of Psychiatry*, 212 May Court, Chapel Hill, N.C.
- ¹⁶⁸Shirazi, Khalil K. (1975), M.D. (Meshad, Iran), *Assistant Professor of Radiology*, 407 Melanie Court, Chapel Hill, N.C.
- ¹⁶⁹Shoenfield, Joseph Robert (1952), Ph.D. (Michigan), *Professor of Mathematics*, Apartment 2-G, 311 LaSalle Street
- ¹⁷⁰Shonek, Romesh Kumar (1970), M.A. (Punjab University), *Lecturer in Hindi-Urdu*, 5602 Greenbay Drive
- Shows, William Derek (1967), Ph.D. (Duke), *Associate Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Religion*, 2824 McDowell Road
- Shrivastav, Brij B. (1974), Ph.D. (Western Ontario, Canada), *Assistant Medical Research Professor of Pharmacology and Assistant Medical Research Professor in the Department of Anesthesiology*, 5215 Russell Road
- Shubert, Richard (1975), Ph.D. (Washington), *Assistant Professor of Electrical Engineering*, 2401 West Club Boulevard
- ¹⁷¹Shuman, R. Baird (1962), Ph.D. (Pennsylvania), *Professor of Education*, 433 Green Street
- Sibley, Mulford Q. (1977), Ph.D. (Minnesota), *Visiting Professor of Political Science*, 1706 Shawnee Street
- ¹⁷²Sidbury, James B., Jr. (1961), M.D. (Columbia), *Professor of Pediatrics*, 4044 Nottaway Road
- Siddiqi, Mohammed Mozaum (1977), Ph.D. (California at Berkeley), *Assistant Professor of Hindi-Urdu*, 2607 University Drive
- Siedow, James N. (1976), Ph.D. (Indiana), *Assistant Professor of Botany*, 3916 Inwood Drive
- Siegel, Lewis (1968), Ph.D. (Johns Hopkins), *Associate Professor of Biochemistry*, 3006 Glendale Avenue
- Siegler, Ilene C. (1974), Ph.D. (Syracuse), *Assistant Professor of Medical Psychology in the Department of Psychiatry*, Route 2, Box 125, Hiway Drive, Chapel Hill, N.C.
- Sieker, Herbert O. (1955), M.D. (Washington Univ.), *Professor of Medicine*, 3949 Plymouth Road
- Silberman, Harold R. (1962), M.D. (Washington Univ.), *Professor of Medicine*, 2718 Princeton Drive
- Silver, George Addison, III (1946), M.D. (Duke), *Associate Professor of Psychiatry*, 3910 Dover Road
- Silverstein, Burton V. (1977), M.D. (Pennsylvania), *Associate in the Department of Medicine*, 504 Sharon Road, Chapel Hill, N.C.
- Simon, Sidney A. (1974), Ph.D. (Northwestern), *Assistant Medical Research Professor of Physiology and Assistant Medical Research Professor in the Department of Anesthesiology*, 1609 Hollywood Street
- Simons, Elwyn LaVerne (1977), Ph.D. (Princeton), D.Phil. (Oxford), *Professor of Anthropology and Professor of Anatomy*, 4506 Malvern Road
- Simpson, Ida Harper (1959), Ph.D. (North Carolina at Chapel Hill), *Associate Professor of Sociology*, 604 Brookview Road, Chapel Hill, N.C.
- Skinner, Leroy C. (1959), M.A. (Maryland), *Associate Professor of Physical Education*, 416 Argonne Drive
- ¹⁷³Slawter, Mary A. (1976), M.S. (North Carolina at Chapel Hill), *Clinical Instructor in Nursing*, 914 Hale Street
- Slotkin, Theodore A. (1971), Ph.D. (Rochester), *Associate Professor of Pharmacology*, 604 Duluth Street
- ¹⁷⁴Smith, Carol Ann (1974), Ph.D. (Stanford), *Associate Professor of Anthropology*, 2902 Gretmar Drive
- Smith, Constance (1973), M.Nurs. (Washington), *Assistant Professor of Nursing*, Apartment E-16, 1829 Front Street
- Smith, David Alexander (1962), Ph.D. (Yale), *Associate Professor of Mathematics*, 1408 Shepherd Street
- Smith, David C. (1977), M.S. (Michigan), *Temporary Assistant Professor of Zoology*, 1011½ Monmouth Avenue
- Smith, Donald S., II (1961), M.H.A. (Minnesota), *Assistant Professor of Health Administration*, 4167 Deepwood Circle
- ¹⁷⁵Smith, Dwight Moody, Jr. (1965), Ph.D. (Yale), *Professor of New Testament Interpretation in the Divinity School*, 2728 Spencer Street

¹⁶⁷Through 6-30-77.

¹⁶⁸Through 6-30-77.

¹⁶⁹Sabbatical leave 1977-78.

¹⁷⁰Through 8-31-77.

¹⁷¹Through 8-31-77.

¹⁷²Leave of absence 9-1-75 through 8-31-79.

¹⁷³Through 8-1-77.

¹⁷⁴Leave of absence, spring 1977-78.

¹⁷⁵Sabbatical leave 1977-78.

- Smith, Grover C. (1952), Ph.D. (Columbia), *Professor of English*, 215 West Woodridge Drive
- Smith, Harmon L., Jr. (1959), Ph.D. (Duke), *Professor of Moral Theology in the Divinity School and Professor of Community and Family Medicine*, 3510 Randolph Road
- Smith, James B. (1969), M.M. (Union Theological Seminary), *Lecturer in Music*, 2500 Glendale Avenue
- Smith, Joel (1958), Ph.D. (Northwestern), *Professor of Sociology*, 4 Stoneridge Circle
- Smith, Leroy Pascal (1967), M.S. (Massachusetts Inst. of Tech.), *Assistant Professor of Mathematics*, 3505 Rugby Road
- Smith, Peter (1959), Ph.D. (Cambridge), *Professor of Chemistry*, 2711 Circle Drive
- Smith, R. Kent, Jr. (1975), Ph.D. (Maryland), *Assistant Professor and Research Associate in Physics*, 2019 Wilson Street
- Smith, Ralph E. (1970), Ph.D. (Colorado), *Associate Professor of Microbiology and Immunology*, 4146 Deepwood Circle
- Smith, Thomas Allan (1970), M.D. (Vanderbilt), *Associate in Psychiatry*, 25 Glendale Road, Asheville, N.C.
- Smith, William M. (1977), Ph.D. (Duke), *Medical Research Associate in the Department of Medicine*, 1435 North Greensboro Street, Carrboro, N.C.
- Smith, Wirt W. (1957), M.D. (Texas), *Associate Professor of Experimental Surgery*, 3301 Surrey Road
- Smolen, Robert C. (1977), Ph.D. (Indiana), *Associate in Medical Psychology in the Department of Psychiatry and Associate in the Department of Pediatrics*, 2002 Dartmouth Drive
- Smullin, Frank Mayer (1972), M.F.A. (Queens Coll.), *Instructor in Art*, 918 Green Street
- Snow, Thomas Russell (1976), Ph.D. (Duke), *Medical Research Associate in the Department of Medicine*, 1019 West Markham Avenue
- Snyderman, Ralph (1971), M.D. (State Univ. of New York, Downstate Med. Ctr.), *Professor of Medicine and Associate Professor of Immunology*, 2600 Princeton Avenue
- Solovieff, Gregory V. (1976), M.D. (Duke), *Associate in Community and Family Medicine*, 2108-A West Knox Street
- Somjen, George G. (1963), M.D. (Amsterdam), *Professor of Physiology and Lecturer in Psychology*, 6509 Hunter's Lane
- Sommer, Joachim R. (1957), M.D. (Munich), *Professor of Pathology*, 2724 Sevier Street
- Soroush, Ali (1975), M.D. (Isfahan, Iran), *Associate in the Department of Medicine*, 3714 Eton Road
- Soules, Michael R. (1976), M.D. (California at Los Angeles), *Assistant Professor of Obstetrics and Gynecology*, 918 West Markham Avenue
- Spach, Madison S. (1958), M.D. (Duke), *James B. Duke Professor of Pediatrics and Associate Professor of Physiology*, 2632 McDowell Road
- Spangler, Dorothy (1954), M.A. (North Carolina at Chapel Hill), *Associate Professor of Physical Education*, Apartment M, 2729 Brown Avenue
- Sparks, Bertel M. (1966), S.J.D. (Michigan), *Professor of Law*, 1707 Woodburn Road
- Spencer, Curtis E. (1975), M.S. (North Carolina A&T), *Visiting Assistant Professor of Aerospace Studies*, 3702 Suffolk Street
- Spencer, Kathryn G. (1977), M.P.H. (North Carolina at Chapel Hill), *Clinical Instructor in Nursing*, 103 Fallen Log Road, Chapel Hill, N.C.
- Spock, Alexander (1962), M.D. (Maryland), *Professor of Pediatrics*, 515 Duluth Street
- ¹⁷⁶Spragens, Thomas A., Jr. (1968), Ph.D. (Duke), *Associate Professor of Political Science*, 227 Forestwood Drive
- Stack, Carol B. (1975), Ph.D. (Illinois), *Associate Professor of Policy Sciences and Adjunct Associate Professor of Anthropology*, Route 1, Box 201-H
- ¹⁷⁷Stackelberg, Olaf (1963), Ph.D. (Minnesota), *Associate Professor of Mathematics*, 2101 West Club Boulevard
- Staddon, John (1967), Ph.D. (Harvard), *Professor of Psychology*, 2719 McDowell Road
- Stafford, Nancy H. (1973), B.S. (Indiana), *Associate in Physical Therapy*, 6807 Windover Road
- Stambaugh, William J. (1961), Ph.D. (Yale), *Professor of Forest Pathology*, 3211 Sherbon Drive
- Stanley, Dennis Keith, Jr. (1961), Ph.D. (Johns Hopkins), *Associate Professor of Classical Studies*, Box 171, Mount Sinai Road
- ¹⁷⁸Stannard, Michael Wenley (1977), M.B. (London Hospital Med. Coll.), *Associate in Radiology*, 87 Willow Way, Chapel Hill, N.C.
- Starmer, Charles Frank (1966), Ph.D. (North Carolina at Chapel Hill), *Associate Professor of Computer Science and Associate Professor of Experimental Medicine*, Route 7, Gray Bluff Trail, Chapel Hill, N.C.
- Stars, W. K. (1966), M.A. (North Carolina at Chapel Hill), *Associate Professor of Art*, 1916 Glendale Avenue
- Stead, Eugene Anson, Jr. (1947), M.D. (Emory), *Florence McAlister Professor of Medicine*, Route 1, Box 135, Clarksville, Va.
- Stead, Nancy W. (1975), M.D. (Duke), *Associate in the Department of Medicine*, 3926 Linden Terrace

¹⁷⁶Sabbatical leave 1977-78.

¹⁷⁷Leave of absence 9-1-76 through 8-31-78.

¹⁷⁸Through 6-30-77.

- Stead, William Wallace (1977), M.D. (Duke), *Associate in the Department of Medicine*, 637 Morreene Road
- Steege, Deborah A. (1977), Ph.D. (Stanford), *Assistant Professor of Biochemistry*, 3203 Cromwell Road
- Steege, John Francis (1977), M.D. (Yale), *Assistant Professor of Obstetrics and Gynecology*, 3203 Cromwell Road
- ¹⁷⁹Stefanics, Charlotte (1974), M.S. (Ohio State), *Instructor in Nursing*, Apartment R-5, 2808 Croasdaile Drive
- ¹⁸⁰Steinmetz, David C. (1971), Th.D. (Harvard), *Professor of Church History and Doctrine in the Divinity School*, 2517 Wrightwood Avenue
- ¹⁸¹Stephenson, Timothy Patrick (1976), M.D. (St. Bartholomew's, London), Apartment 1, *Associate in Urology in the Department of Surgery*, 2211 Morehead Avenue
- Stewart, Philip Robert (1972), Ph.D. (Yale), *Associate Professor of Romance Languages*, 522 Wofford Road
- Stickel, Delford L. (1962), M.D. (Duke), *Professor of Surgery*, 3108 Devon Road
- Stolz, Otto George (1972), J.D. (Virginia), *Professor of Law*, Route 1, Box 249, St. Mary's Road, Hillsborough, N.C.
- Stone, Alan A. (1975), Ph.D. (Washington), *Assistant Professor of History*, 2106 Strebor Road
- ¹⁸²Stone, Deborah Ann (1974), Ph.D. (Massachusetts Inst. of Tech.), *Assistant Professor of Policy Sciences and Assistant Professor of Political Science*, 224 West Trinity Avenue
- Stone, Donald E. (1963), Ph.D. (California at Berkeley), *Professor of Botany*, 2706 Spencer Street
- Stone, Kenneth R. (1976), Ph.D. (Colorado), *Assistant Medical Research Professor of Urology in the Department of Surgery*, 936 Clarion Drive
- Stone, Virginia (1966), Ph.D. (North Carolina at Chapel Hill), *Professor of Nursing*, Apartment A-3, 1829 Front Street
- Stopford, Woodhall (1973), M.D. (Harvard), *Assistant Professor of Community and Family Medicine*, Route 1, Box 288, Hillsborough, N.C.
- Storey, Kenneth B. (1974), Ph.D. (British Columbia), *Assistant Professor of Zoology*, Apartment 21-J, 311 South LaSalle Street
- Strain, Boyd R. (1969), Ph.D. (California at Los Angeles), *Professor of Botany*, 2610 Oberlin Drive
- Strandberg, Victor H. (1966), Ph.D. (Brown), *Associate Professor of English*, 2709 Augusta Drive
- Strauss, Harold Carl (1972), M.D. (McGill), *Associate Professor of Medicine and Assistant Professor of Pharmacology*, 2921 Buckingham Road
- Strayhorn, Joseph Mallory, Jr. (1977), M.D. (Northwestern), *Associate in the Department of Psychiatry*, Apartment 7-K, 1505 Duke University Road
- Strickler, Timothy Lee (1973), Ph.D. (Chicago), *Assistant Professor of Anatomy*, 2911 Sparger Road
- Strobel, Howard Austin (1948), Ph.D. (Brown), *Professor of Chemistry*, 1119 Woodburn Road
- Sturner, Raymond A. (1975), M.D. (Georgetown), *Assistant Professor of Pediatrics*, 2478 Foxwood Drive, Chapel Hill, N.C.
- Sullivan, James Bolling, III (1970), Ph.D. (Texas), *Associate Professor of Biochemistry*, 200 Craven Street, Beaufort, N.C.
- Sullivan, John L. (1973), M.D. (Johns Hopkins), *Assistant Professor of Psychiatry*, 902 Burning Tree Drive, Chapel Hill, N.C.
- Sullivan, Robert J., Jr. (1974), M.D. (Cornell), *Assistant Professor of Community and Family Medicine and Assistant Professor of Medicine*, 306 Highview Drive, Chapel Hill, N.C.
- ¹⁸³Sunder, Theodore R. (1976), M.D. (Thomas Jefferson University), *Associate in Pediatrics*, Apartment 21-E, 1315 Morreene Road
- Sunderland, Elizabeth Read (1932-42; 1943), Ph.D. (Radcliffe), *Professor of Art*, 6416 College Station
- Surwit, Earl Allan (1977), M.D. (Georgetown), *Associate in the Department of Obstetrics and Gynecology*, 504 Colony Woods Drive, Chapel Hill, N.C.
- Sutherland, John P. (1969), Ph.D. (California at Berkeley), *Associate Professor of Zoology*, 412 Ann Street, Beaufort, N.C.
- Swaim, Lindian Joseph, Jr. (1977), M.D. (North Carolina at Chapel Hill), *Associate in the Department of Obstetrics and Gynecology*, 412 Thornwood Drive, Chapel Hill, N.C.
- Swanson, Louis Earl (1949), A.B. (Hamline), *Associate Professor of Health Administration*, 2418 Wrightwood Avenue
- Swift, Michael Crane (1977), Ph.D. (British Columbia), *Temporary Instructor in Zoology*, 912 Anderson Street
- Swift, Charles Ford (1972), M.D. (Virginia), *Assistant Professor of Ophthalmology*, Route 2, Box 251-A, Snow Camp, N.C.

¹⁷⁹Through 8-31-77.

¹⁸⁰Sabbatical leave 1977-78.

¹⁸¹Through 5-16-77.

¹⁸²Through 8-31-77.

¹⁸³Through 6-30-77.

- Sylvia, Avis Latham (1977), Ph.D. (North Carolina at Chapel Hill), *Assistant Medical Research Professor of Physiology*, 324 West University Drive, Chapel Hill, N.C.
- Talton, Ingeborg Hildebrand (1968), Ph.D. (Geissen), M.D. (Frankfurt/Main, Germany), *Associate Professor of Anesthesiology*, 2725 Montgomery Street
- ¹⁸⁴Tanford, Charles (1960), Ph.D. (Princeton), *James B. Duke Professor of Physical Biochemistry*, 1430 North Mangum Street
- Tauchen, George Eugene (1977), Ph.D. (Minnesota), *Assistant Professor of Economics*, 524 Hooper Lane, Chapel Hill, N.C.
- Taylor, Deanne Osborn (1977), M.S.N. (Pittsburgh), *Instructor in Nursing*, 503 Marshall Way
- Taylor, Robert Earl (1974), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Business Administration*, 1727 Allard Road, Chapel Hill, N.C.
- TePaske, John (1967), Ph.D. (Duke), *Professor of History*, 15 Heath Place
- Tetel, Marcel (1960), Ph.D. (Wisconsin), *Professor of Romance Languages*, 1804 Woodburn Road
- Thompson, Ervin M. (1977), M.D. (Vanderbilt), *Associate in the Department of Psychiatry*, 1111 Huntington Avenue
- Thompson, Robert J., Jr. (1975), Ph.D. (North Dakota), *Associate Professor of Medical Psychology in the Department of Psychiatry and Assistant Professor of Medical Psychology in the Department of Pediatrics*, 2516 Alpine Road
- Thompson, Thomas T. (1970), M.D. (Med. Coll. of Virginia), *Associate Professor of Radiology and Associate Professor of Community and Family Medicine*, 2116 Front Street
- Thompson, William A. (1977), Ph.D. (British Columbia), *Assistant Professor of Forestry and Environmental Studies*, Apartment C, 211 Anderson Street
- Thompson, William Moreau (1974), M.D. (Pennsylvania), *Associate Professor of Radiology*, 3920 Hope Valley Road
- Thurstone, Frederick L. (1967), Ph.D. (North Carolina State), *Professor of Electrical Engineering and Professor of Biomedical Engineering*, 2532 Sevier Street
- ¹⁸⁵Tindall, John Philip (1966), M.D. (Duke), *Professor of Medicine*, 4039 King Charles Road
- Tirro, Frank (1973), Ph.D. (Chicago), *Associate Professor of Music*, 3816 Pickett Road
- Tiryakian, Edward A. (1965), Ph.D. (Harvard), *Professor of Sociology*, 1523 Hermitage Court
- Tisher, C. Craig (1969), M.D. (Washington Univ.), *Professor of Medicine and Associate Professor of Pathology*, 3825 Nottaway Road
- Titus, Bert R. (1961), C.P.O., *Associate Professor of Orthotics and Prosthetics*, 225 West Woodridge Drive
- Tomlinson, Russell F. (1962), Ph.D. (Florida), *Assistant Professor of Medical Psychology in the Department of Psychiatry*, 401 Holly Lane, Chapel Hill, N.C.
- Toth, Paul S. (1975), B.A. (Kent State Univ.), *Associate in Community and Family Medicine*, 3607 Mossdale Avenue
- Touchstone, William A. (1976), M.A. (Iowa), *Associate in Activities Therapy in the Department of Psychiatry*, 102 Furman Avenue, Apt. 30, Asheville, N.C.
- Tourian, Ara Y. (1969), M.D. (State Univ. of Iowa), *Associate Professor of Medicine*, 1018 Demerius Street
- Tower, Edward (1974), Ph.D. (Harvard), *Professor of Economics*, Box 262, Route 7, Parker Road, Chapel Hill, N.C.
- Trembl, Vladimir G. (1967), Ph.D. (North Carolina at Chapel Hill), *Professor of Economics*, 603 Long Leaf Drive, Chapel Hill, N.C.
- Trivedi, Kishor S. (1975), Ph.D. (Illinois), *Assistant Professor of Computer Science*, 19 Dubarry Court
- Trought, William S. (1975), M.D. (Tufts), *Assistant Professor of Radiology*, 4021 Bristol Road
- ¹⁸⁶Trowbridge, Lynn M. (1976), M.Mus. (Illinois), *Visiting Lecturer in Music*, Apartment 3, 2117 Bedford Street
- Tsui, Yuet (1972), Ph.D. (Duke), *Assistant Professor of Civil Engineering*, 3815 Tremont Drive
- Tucker, Vance A. (1964), Ph.D. (California at Los Angeles), *Professor of Zoology*, 0040 Biological Sciences Bldg.
- ¹⁸⁷Turner, Arlin (1953), Ph.D. (Texas), *James B. Duke Professor of English*, 1115 Woodburn Road
- ¹⁸⁸Turner, Mary Neville (1971), M.S.N. (Yale), *Assistant Professor of Nursing*, Apartment B-11, 1829 Front Street
- Turner, Stephen Roy (1976), Ph.D. (Duke), *Medical Research Associate in the Department of Microbiology and Immunology*, 920 Burch Avenue
- Tuthill, Richard Lovejoy (1953), Ed.D. (Columbia), *Professor of Economic Geography*, 2709 Dogwood Road
- Tyor, Malcolm P. (1955), M.D. (Duke), *Professor of Medicine*, 810 East Forest Hills Boulevard
- Tyrey, E. Lee (1970), Ph.D. (Illinois), *Associate Professor of Obstetrics and Gynecology and Assistant Professor of Anatomy*, 3306 Rolling Hill Road

¹⁸⁴Sabbatical leave 1977-78.

¹⁸⁵Through 6-30-77.

¹⁸⁶Through 8-31-77.

¹⁸⁷Leave of absence, spring 1977-78.

¹⁸⁸Through 8-31-77.

- U, Raymond (1967), Ph.D. (Kyoto Univ.) *Assistant Professor of Radiology*, 3916 Linden Terrace
- ¹⁸⁹Uhrhane, Luella Jane (1947), M.P.H. (North Carolina at Chapel Hill), *Associate Professor of Health Education*, Apartment 37-A, 854 Louise Circle
- Urban, Bruno J. (1972), M.D. (Univ. of Cologne, Germany), *Associate Professor of Anesthesiology and Assistant Professor of Neurosurgery in the Department of Surgery*, 5414 Beaumont Drive
- Urbaniak, James R. (1969), M.D. (Duke), *Professor of Orthopaedics in the Department of Surgery*, 3918 Dover Road
- Utku, Senol (1970), Sc.D. (Massachusetts Inst. of Tech.), *Professor of Civil Engineering*, Apartment 18-C, 3311 Shannon Road
- ¹⁹⁰Valenzuela, Arturo A. (1970), Ph.D. (Columbia), *Associate Professor of Political Science*, 1706 Shawnee Street
- ¹⁹¹Van Alstyne, William W. (1964), J.D. (Stanford), *William R. and Thomas L. Perkins Professor in Law*, 1702 Woodburn Road
- ¹⁹²Vanaman, Thomas C. (1970), Ph.D. (Duke), *Associate Professor of Microbiology and Immunology*, 1007 Minerva Avenue
- Vander Weide, James H. (1972), Ph.D. (Northwestern), *Associate Professor of Business Administration*, 12 Forest Ridge Place
- van Hemmen, Jan Leonard (1977), Ph.D. (Groningen, The Netherlands), *Visiting Assistant Professor of Mathematics*, Apartment 204, 312 Buchanan Boulevard
- Vann, Richard D. (1976), Ph.D. (Duke), *Assistant Medical Research Professor of Anesthesiology*, 1116 Wells Street
- Vartanian, Vartan (1961), M.D. (Cluj Univ., Rumania), *Professor of Anesthesiology*, 1533 Hermitage Court
- Vaught, Constance Elizabeth (1977), M.A. (Columbia), *Instructor in Nursing*, Apartment J-1, 2106 Front Street
- Vaupel, James W. (1972), M.P.P. (Harvard), *Lecturer in Policy Sciences and Lecturer in Business Administration*, 2215 West Club Boulevard
- Velez, Ramon (1976), M.D. (New York University), *Assistant Professor of Medicine and Assistant Professor of Community and Family Medicine*, 2815 Welcome Drive
- Vernon, John M. (1966), Ph.D. (Massachusetts Inst. of Tech.), *Professor of Economics*, 1001 Gloria Avenue
- Verwoerd, Adriaan (1962), M.D. (Amsterdam), *Professor of Psychiatry and Assistant Professor of Nursing*, 2747 Sevier Street
- Vesel, Fred H. (1975), M.S. (Purdue), *Visiting Assistant Professor of Aerospace Studies*, 404 Melanie Court, Chapel Hill, N.C.
- Vesic, Aleksandar Sedmak (1964), D.Sc. (Belgrade), *J. A. Jones Professor of Civil Engineering*, 1722 Duke University Road
- Vesilind, P. Aarne (1970), Ph.D. (North Carolina at Chapel Hill), *Associate Professor of Civil Engineering and Associate Professor of Environmental Studies in the School of Forestry and Environmental Studies*, 513 Lakeshore Lane, Chapel Hill, N.C.
- Villaneuva, Elia E. (1969), M.A. (Duke), *Associate Professor of Physical Therapy*, Route 7, Huse Street
- Vincent, Patrick R. (1954), Ph.D. (Johns Hopkins), *Associate Professor of Romance Languages*, 1635 Marion Avenue
- Vogel, F. Stephen (1961), M.D. (Western Reserve), *Professor of Pathology*, Route 1, Box 203
- Vogel, Steven (1966), Ph.D. (Harvard), *Associate Professor of Zoology*, 1212 Woodburn Road
- Vollmer, Robin T. (1975), M.D. (Duke), *Assistant Professor of Pathology*, 4315 Sunny Court
- Volvw, Michael Robert (1972), M.D. (Seton Hall Coll. of Med.), *Associate in Psychiatry*, Apartment 3-B, 200 Seven Oaks Road
- von Ramm, Olaf T. (1974), Ph.D. (Duke), *Assistant Professor of Biomedical Engineering and Assistant Professor of Medicine*, 120 West Seaman Street
- Wachtel, Howard (1968), Ph.D. (New York Univ.), *Associate Professor of Biomedical Engineering and Assistant Professor of Physiology*, 3212 Sherbon Drive
- Waddell, Mary Gwendolyn H. (1977), M.S.N. (North Carolina at Chapel Hill), *Instructor in Nursing*, 249 Seminole Court, Chapel Hill, N.C.
- Wadsworth, Joseph A. C. (1965), M.D. (Duke), D.Sc., *Professor of Ophthalmology*, 1532 Pinecrest Road
- Waggoner, John P., Jr. (1957), B.D. (Duke), B.S. in L.S. (North Carolina at Chapel Hill), *Associate Professor in the Faculty of Arts and Sciences and Associate Librarian*, 2812 Devon Road
- Wagner, Galen Strohm (1970), M.D. (Duke), *Associate Professor of Medicine*, 3415 Cromwell Road
- Wagner, Joseph Lawrence (1972), D.V.M. (Ohio State), *Assistant Professor of Microbiology and Immunology*, Route 7, Box 61

¹⁸⁹Retired 8-31-77.

¹⁹⁰Sabbatical leave 1977-78.

¹⁹¹Partial leave of absence, fall 1977-78.

¹⁹²Sabbatical leave 9-1-77 through 8-31-78.

- ¹⁹³Wainwright, Stephen Andrew (1964), Ph.D. (California at Berkeley), *Professor of Zoology*, 3812 Dover Road
- Wakakuri, Hiromi (1977), M.D. (Yokohama City Univ., Japan), *Visiting Associate in the Department of Anesthesiology*, 1026 West Trinity Avenue
- Walker, William D. (1971), Ph.D. (Cornell), *Professor of Physics*, 907 Green Street
- Wallace, Andrew Grover (1964), M.D. (Duke), *Walter Kempner Professor of Medicine and Assistant Professor of Physiology*, 3413 Rugby Road
- Wallace, Thomas Dudley (1974), Ph.D. (Chicago), *Professor of Economics*, 2425 Wrightwood Avenue
- Wallach, Michael A. (1962-72; 1973), Ph.D. (Harvard), *Professor of Psychology*, 14 Heath Place
- Walter, Richard L. (1962), Ph.D. (Notre Dame), *Professor of Physics*, 2818 McDowell Road
- Wang, Hsioh Shan (1965), M.B. (National Taiwan Univ. Med. Coll.), *Professor of Psychiatry*, 2832 McDowell Road
- Wang, Lily Pan (1970), M.S.W. (North Carolina at Chapel Hill), *Associate in Psychiatric Social Work in the Department of Psychiatry*, 2832 McDowell Road
- Wang, Paul P. (1968), Ph.D. (Ohio State), *Professor of Electrical Engineering*, 2709 Montgomery Street
- Ward, Calvin Lucian (1952), Ph.D. (Texas), *Associate Professor of Zoology*, 1015 West Markham Avenue
- Ward, E. Frances (1969), Ph.D. (Brown), *Associate Professor of Microbiology and Immunology and Assistant Professor of Experimental Surgery*, 424 Carolina Circle
- Wardropper, Bruce W. (1962), Ph.D. (Pennsylvania), *William H. Wannamaker Professor of Romance Languages*, 3443 Rugby Road
- Warner, David Michael (1976), Ph.D. (Tulane), *Assistant Professor of Health Administration*, 413 Ridgcrest Drive, Chapel Hill, N.C.
- Warner, Seth L. (1955), Ph.D. (Harvard), *Professor of Mathematics*, 2433 Wrightwood Avenue
- Warren, David G. (1975), J.D. (Duke), *Professor of Health Administration*, 408 Lyons Road, Chapel Hill, N.C.
- Wartenberg, Thomas E. (1977), Ph.D. (Pittsburgh), *Assistant Professor of Philosophy*, 622 West Markham Avenue
- Waters, Raymond S., Jr. (1976), B.S.E.E. (U.S. Naval Academy), *Visiting Assistant Professor of Naval Science*, 4605 Berini Drive
- ¹⁹⁴Watkins, J. B. (1974), M.Ed. (Duke), *Visiting Assistant Professor of Naval Science*, 117 Landsbury Drive
- Watson, Richard Lyness, Jr. (1939), Ph.D. (Yale), *Professor of History*, 109 Pinecrest Road
- Waugh, Robert Andrew (1972-76; 1977), M.D. (Pennsylvania), *Assistant Professor of Medicine*, 3113 Camelot Court
- ¹⁹⁵Weber, Warren E. (1976), Ph.D. (Carnegie-Mellon), *Visiting Associate Professor of Economics*, 408 Sharon Road, Chapel Hill, N.C.
- ¹⁹⁶Webster, Robert E. (1970), Ph.D. (Duke), *Professor of Biochemistry*, 3720 Saint Marks Road
- Wechsler, Andrew S. (1974), M.D. (State Univ. of New York, Downstate Med. Ctr.), *Associate Professor of Surgery and Assistant Professor of Physiology*, 1110 Sandlewood Drive
- Weiler, Stephen James (1977), M.D. (Ohio State Univ.), *Associate in the Department of Psychiatry*, Route 7, Box 195
- Weiner, Richard D. (1977), M.D., Ph.D. (Duke), *Medical Research Associate in the Department of Psychiatry*, 944 Lambeth Circle
- Weinerth, John L. (1974), M.D. (Harvard), *Associate Professor of Urology and Associate Professor of Surgery*, 3102 Doubleday Place
- Weintraub, E. Roy (1970), Ph.D. (Pennsylvania), *Professor of Economics*, 1601 Hermitage Court
- Weisfeld, Morris (1967), Ph.D. (Yale), *Professor of Mathematics*, 419 Country Lane Drive
- Weiss, James R. (1977), M.D. (Louisiana State), *Associate in the Department of Psychiatry and Associate in the Department of Medicine*, Route 7, Box 195
- Weistart, John C. (1969), J.D. (Duke), *Professor of Law*, 3818 Darby Road
- ¹⁹⁷Weitz, Henry (1950), Ed.D. (Rutgers), *Professor of Education*, 2716 Circle Drive
- Weitzner, Stanley Wallace (1977), M.D. (New York University), *Professor of Anesthesiology*, 417 Lyons Road, Chapel Hill, N.C.
- Wells, Richard L. (1962), Ph.D. (Indiana), *Professor of Chemistry*, 3421 Cromwell Road
- Wells, Samuel A., Jr. (1970), M.D. (Emory), *Professor of Surgery and Assistant Professor of Immunology*, 2501 Wrightwood Avenue
- Welsh, Paul (1948), Ph.D. (Cornell), *Professor of Philosophy*, 2749 Dogwood Road
- Welt, Selman I. (1975), M.D. (North Carolina at Chapel Hill), *Assistant Professor of Obstetrics and Gynecology*, 3817 Hillgrand Drive
- Wender, Stephen A. (1977), Ph.D. (Iowa), *Assistant Professor and Research Associate in Physics*, Sparrow Trail, Chapel Hill, N.C.

¹⁹³Sabbatical leave, fall 1977-78.

¹⁹⁴Through 7-9-77.

¹⁹⁵Through 5-31-77.

¹⁹⁶Sabbatical leave 7-1-77 through 6-30-78.

¹⁹⁷Leave of absence, fall 1977-78.

- Werman, David S. (1976), M.D. (Lausanne, Switzerland), *Associate Professor of Psychiatry*, Bartram Drive, Chapel Hill, N.C.
- Wertz, Martha L. (1960), M.S.W. (Tulane), *Assistant Professor of Psychiatric Social Work*, 2717 Augusta Drive
- ¹⁹⁸West, Stephen G. (1976), Ph.D. (Texas), *Visiting Assistant Professor of Psychology*, Apartment 29-J, 311 South LaSalle Street
- Westbrook, Robert A. (1975), Ph.D. (Michigan), *Assistant Professor of Business Administration*, 2451 Honeysuckle Road, Chapel Hill, N.C.
- Westerhoff, John H., III (1974), Ed.D. (Columbia), *Associate Professor of Religion and Education in the Divinity School*, 3510 Racine Street
- Wetzel, Christopher Gaylord (1977), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Psychology*, 112 Saint Paul Street
- Weymark, John A. (1976), Ph.D. (Pennsylvania), *Assistant Professor of Economics*, Apartment 4-J, 311 South LaSalle Street
- Whalen, Robert E. (1961), M.D. (Cornell), *Professor of Medicine*, 3509 Westover Road
- Whanger, Alan D. (1970), M.D. (Duke), *Associate Professor of Psychiatry*, 1712 Woodburn Road
- Wheat, Robert W. (1958), Ph.D. (Washington Univ.), *Professor of Microbiology and Assistant Professor of Biochemistry*, 2720 Montgomery Street
- White, Eleanor M., (1975), M.S. (California at San Francisco), *Assistant Professor of Nursing and Assistant Professor of Psychiatric Nursing in the Department of Psychiatry*, 107 Mosswood Court, Chapel Hill, N.C.
- White, Fred M., III (1959), M.F. (Duke), *Assistant Professor of Silviculture in the School of Forestry and Environmental Studies*, 3323 Rolling Hill Road
- ¹⁹⁹White, Richard Alan (1963), Ph.D. (Michigan), *Professor of Botany*, 309-A, Route 1, Hillsborough, N.C.
- ²⁰⁰White, Suzanne (1970), M.A. (California at Los Angeles), *Instructor in Physical Education*, 611 Watts Street
- Widmann, Frances K. (1971), M.D. (Western Reserve), *Associate Professor of Pathology*, 1504 Cumberland Road, Chapel Hill, N.C.
- Wiebe, Richard Herbert (1972), M.D. (Saskatchewan), *Assistant Professor of Obstetrics and Gynecology*, 1015 Minerva Avenue
- Wilbur, Henry M. (1973), Ph.D. (Michigan), *Associate Professor of Zoology*, Route 1, Box 308-D, Hillsborough, N.C.
- Wilbur, Karl Milton (1946), Ph.D. (Pennsylvania), *James B. Duke Professor of Zoology*, Apartment 8-E, 1600 Anderson Street
- ²⁰¹Wilbur, Robert L. (1957), Ph.D. (Michigan), *Professor of Botany*, 2613 Stuart Drive
- Wilder, Pelham, Jr. (1949), Ph.D. (Harvard), *Professor of Chemistry and Professor of Pharmacology*, 2514 Wrightwood Avenue
- Wilfert, Catherine M. (1969), M.D. (Harvard), *Associate Professor of Pediatrics and Associate Professor of Clinical Virology in the Department of Microbiology and Immunology*, Route 2, Piney Mountain Road, Chapel Hill, N.C.
- ²⁰²Wilfong, Robert F. (1975), M.D. (Duke), *Assistant Professor of Neurosurgery in the Department of Surgery*, 309 West Delafield Street
- Wilkins, Robert Henry (1968-72; 1976), M.D. (Pittsburgh), *Professor of Neurosurgery in the Department of Surgery*, 2822 Chelsea Circle
- Wilkinson, Robert H., Jr. (1967), M.D. (Washington Univ.), *Associate Professor of Radiology*, 3519 Courtland Drive
- Wilkinson, William E. (1975), Ph.D. (North Carolina at Chapel Hill), *Assistant Professor of Community and Family Medicine*, 2013 North Lake Shore Drive, Chapel Hill, N.C.
- Willett, Hilda Pope (1948), Ph.D. (Duke), *Professor of Bacteriology*, 901 Wakestone Circle, Raleigh, N.C.
- Williams, Dorothy (1971), B.S. (Richmond), *Instructor in Mathematics*, 2622 Lombard Avenue
- ²⁰³Williams, George Walton (1957), Ph.D. (Virginia), *Professor of English*, 6 Sylvan Road
- Williams, Kenny J. (1977), Ph.D. (Pennsylvania), *Professor of English*, 2727 Spencer Street
- Williams, Mary Lou (1977), D.F.A., L.H.D., *Artist-in-Residence in Jazz Studies*, 1502 Shepherd Street
- Williams, Redford Brown, Jr. (1972), M.D. (Yale), *Associate Professor of Psychiatry and Assistant Professor of Medicine*, 2742 Circle Drive
- Willimon, William H. (1976), S.T.D. (Emory), *Assistant Professor of Worship and Liturgy in the Divinity School*, 2027 Bivins Street
- Willis, William Hailey (1963), Ph.D. (Yale), *Professor of Greek in the Department of Classical Studies*, 1007 Vickers Avenue

¹⁹⁸Through 8-31-77.

¹⁹⁹Sabbatical leave, fall 1977-78.

²⁰⁰Through 8-31-77.

²⁰¹Sabbatical leave, spring 1977-78.

²⁰²Through 12-31-76.

²⁰³Sabbatical leave 1977-78.

- Wilson, James F. (1967), Ph.D. (Ohio State Univ.), *Associate Professor of Civil Engineering*, 1109 Archdale Road
- Wilson, John (1968), D.Phil. (Oxford), *Associate Professor of Sociology*, 2223 Cranford Road
- Wilson, Robert L. (1970), Ph.D. (Northwestern), *Research Professor of Church and Society in the Divinity School*, 237 Monticello Avenue
- Wilson, Ruby L. (1959–70; 1971), Ed.D. (Duke), *Professor of Nursing and Assistant Professor of Community and Family Medicine*, 2436 Tryon Road
- Wilson, Thomas G. (1959), Sc.D. (Harvard), *Professor of Electrical Engineering*, 2721 Sevier Street
- Wilson, Timothy DeCamp (1977), Ph.D. (Michigan), *Assistant Professor of Psychology*, Apartment 4, 803 Demerius Street
- Wilson, Wilkie A., Jr. (1974), Ph.D. (Duke), *Adjunct Assistant Professor of Pharmacology and Associate in the Department of Medicine*, 302 Watts Street
- Wilson, William P. (1961), M.D. (Duke), *Professor of Psychiatry*, 1209 Virginia Avenue
- Wing, Cliff W., Jr. (1965), Ph.D. (Tulane), *Professor of Psychology*, 2722 Spencer Street
- Wintermute, Orval Stewart (1958), Ph.D. (Johns Hopkins), *Professor of Religion*, 1103 North Duke Street
- Wise, Dwayne A. (1974–75; 1977), Ph.D. (Florida State), *Temporary Instructor in Zoology*, 5101 Lundy Drive, Raleigh, N.C.
- ²⁰⁴Withers, Loren Ralph (1949), M.S. (Julliard), *Professor of Music*, 2741 Dogwood Road
- Witt, Ronald G. (1971), Ph.D. (Harvard), *Associate Professor of History*, 173 West Margaret Lane, Hillsborough, N.C.
- Wittels, Benjamin (1961), M.D. (Minnesota), *Professor of Pathology*, 2308 Prince Street
- Wolbarsht, Myron L. (1968), Ph.D. (Johns Hopkins), *Professor of Ophthalmology, Professor of Biomedical Engineering, Associate Professor of Physiology, and Lecturer in Psychology*, 1435 Acadia Street
- Wolf, Richard A. (1977), Ph.D. (Oregon), *Visiting Associate Professor of Chemistry*, 510 Duluth Street
- Wolfe, Walter G. (1972), M.D. (Temple), *Associate Professor of Surgery*, 410 Clayton Road, Chapel Hill, N.C.
- Wolpert, Robert L. (1976), Ph.D. (Princeton), *Assistant Professor of Mathematics*, 2752 Middleton Street
- Wood, Peter H. (1975), Ph.D. (Harvard), *Associate Professor of History*, 107 Wake Street, Hillsborough, N.C.
- Woodbury, Max Atkin (1966), Ph.D. (Michigan), *Professor of Biomathematics in Community and Family Medicine and Professor of Computer Science*, 4008 Bristol Road
- Woods, Nancy F. (1972), M.S.N. (Washington), *Associate Professor of Nursing*, 122 Hunter's Ridge Road, Chapel Hill, N.C.
- Woodward, Kent T. (1976), Ph.D. (Rochester), M.D. (Med. Coll. of South Carolina), *Associate Professor of Radiology*, 23 Cotswald Place
- Woodyard, Alma Lorraine (1954), M.Ed. (North Carolina at Greensboro), *Associate Professor of Physical Education*, Apartment 26-L, 880 Louise Circle
- Worde, Boyd T. (1958), M.D. (Tennessee), *Associate Professor of Radiology*, 2512 Sevier Street
- Workman, Joseph B. (1971), M.D. (Maryland), *Associate Professor of Radiology*, 219 Country Club Drive
- Wray, Julia Ann Hedgepeth (1955), M.F.A. (North Carolina at Greensboro), *Associate Professor of Physical Education*, 911 Carver Street
- Wright, Donald (1967), Ph.D. (Purdue), *Associate Professor of Mechanical Engineering*, 5302 Stephens Lane
- ²⁰⁵Wu, Chau H. (1975), Ph.D. (Miami), *Assistant Medical Research Professor of Physiology and Pharmacology*, 879 Louise Circle
- ²⁰⁶Wuenschel, James E. (1970), Ph.D. (Wisconsin), *Assistant Professor of Forest Ecology*, Route 1, Box 273–B, Timberlake, N.C.
- Wyngaarden, James B. (1956–65; 1967), M.D. (Michigan), *Hanes Professor of Medicine*, 2 Heath Place
- Wyrick, Linda C. (1972), Ph.D. (Arizona), *Assistant Professor of Medical Psychology in the Department of Psychiatry*, 3908 Wynford Road
- ²⁰⁷Wyse, Allen M. (1974), Ph.D. (Illinois), *Assistant Professor of Economics*, Apartment C–2, 1430 Newcastle Road
- Yamanashi, William S. (1973), Ph.D. (Massachusetts Inst. of Tech.), *Assistant Professor of Ophthalmology*, Box 3802, Duke Medical Center
- Yandle, David O. (1967), Ph.D. (North Carolina State), *Associate Professor of Forest Mathematics*, 2612 McDowell Road
- Yarger, William E. (1971), M.D. (Baylor), *Associate Professor of Medicine and Assistant Professor of Physiology*, 3406 Cambridge Road

²⁰⁴Sabbatical leave, spring 1977–78.

²⁰⁵Through 4–30–77.

²⁰⁶Through 8–31–77.

²⁰⁷Through 8–31–77.

- ²⁰⁸ Yeh, June-Zoo (1975), Ph.D. (Missouri), *Assistant Medical Research Professor of Physiology and Pharmacology*, 917 Lambeth Circle
- Yoder, Barbara A. (1975), M.S. (Florida State Univ.), *Associate in Psychiatric Recreation Therapy in the Department of Psychiatry*, Route 1, Box 262, Lichen Creek Farm, Timberlake, N.C.
- Yoder, Karen K. (1974), M.N. (Emory), *Assistant Professor of Nursing*, Apartment 1-K, 1315 Morreene Road
- Yohe, William P. (1958), Ph.D. (Michigan), *Professor of Economics*, 4011 West Cornwallis Road
- ²⁰⁹ Yost, Frederick J. (1975), Ph.D. (North Carolina at Chapel Hill), *Medical Research Associate in Medicine*, Route 2, Piney Mountain Road, Chapel Hill, N.C.
- You, Kwan-sa (1977), Ph.D. (Brandeis), *Assistant Professor of Pediatrics*, Box 3028, Duke Medical Center
- Young, Charles R. (1954), Ph.D. (Cornell), *Professor of History*, 2929 Welcome Drive
- Young, Franklin W. (1944-50; 1968), Ph.D. (Duke), *Amos Ragan Kearns Professor of New Testament and Patristic Studies in the Divinity School*, 132 Pinecrest Road
- Young, Stephen Lowe (1977), M.D. (California at San Francisco), *Assistant Professor of Medicine*, 109 Carolina Forest, Chapel Hill, N.C.
- Young, W. Glenn, Jr. (1955), M.D. (Duke), *Professor of Surgery*, 3718 Eton Road
- Youngblood, David Abert (1977), M.D. (Med. Univ. of South Carolina), *Medical Research Associate in the Department of Anesthesiology*, Route 1, Box 307-B, Hillsborough, N.C.
- Younger, John G. (1974), Ph.D. (Cincinnati), *Assistant Professor of Classical Studies*, 1414 Dollar Avenue
- ²¹⁰ Zalkind, Julie H. (1973), Ph.D. (Johns Hopkins), *Assistant Professor of Business Administration*, 3918 Wynford Drive
- Zeitschel, Kathleen A. (1975), M.M.S. (Emory), *Associate in Physical Therapy*, Apartment 3-F, 2716 Middleton Street
- Ziesat, Harold A., Jr. (1976), Ph.D. (Arizona), *Associate in Medical Psychology in the Department of Psychiatry and Associate in Orthopaedic Surgery*, Building 5, Apartment G02, 3536 Mayfair Street
- ²¹¹ Zigler, J. Samuel, Jr. (1976), Ph.D. (Duke), *Associate in Pediatrics*, Route 3, Box 289, Atkins Heights
- Zung, William W. K. (1966), M.D. (Texas), *Professor of Psychiatry*, 1816 Woodburn Road
- Zwadyk, Peter, Jr. (1971), Ph.D. (Iowa), *Associate Professor of Pathology and Associate Professor of Microbiology*, 4729 Stafford Drive
- Zweierink, Hendrick J. (1970), Ph.D. (Cornell), *Associate Professor of Microbiology and Immunology*, 3206 Haddon Road

Adjunct Faculty and Part-time Instructional Staff*

- Abou-Donia, Amina (1977), Ph.D. (Alexandria Faculty of Pharmacy), *Visiting Assistant Professor of Chemistry, part-time*, Apartment 4, 2200 Elder Street
- Ackiss, David L. (1976), A.M. (William & Mary), *Graduate Tutor in English*, 2804 Erwin Road
- Aicher, Joseph Roy, Jr. (1973), A.M. (Marquette), *Lecturer, part-time, in Political Science*, 2310 Charlotte Street
- Aitken, Paul Wesley (1964), Th.M. (Duke), *Chaplain and Part-time Assistant Professor of Clinical Pastoral Education, Divinity*, 2909 Harriman Drive
- Allen, David G. (1976), M.A. (Duke), *Graduate Tutor in English*, 818 Buchanan Boulevard
- Amaya, Marcelino (1966), M.D. (Nacional Automona de Mexico), *Assistant Professor of Psychiatry, part-time*, 2928 Friendship Road
- Archer, Raymond A. (1977), B.S. (Ohio State), *Part-time Instructor in Management Sciences in the Graduate School of Business Administration*, 404 Farmington Woods Drive, Cary, N.C.
- Armitage, Christopher M. (1966), Ph.D. (Duke), *Visiting Associate Professor, part-time, in English*, 2610 Stuart Drive
- Arnould, Richard Julius (1977), Ph.D. (Iowa State), *Visiting Associate Professor, part-time, in Economics*, 2510 Courtland Drive
- Autry, Bruce C. (1976), M.A. (East Carolina), *Graduate Tutor in English*, Apartment C, 204 Alexander Street
- Beamud, Ana Marie (1975), M.A. (State Univ. of New York, Albany), *Part-time Instructor in Romance Languages*, 2226 Lafayette Street
- Beeler, Betty Belinda (1977), M.A. (Tennessee), *Part-time Instructor in Romance Languages*, Apartment 6-C, 802 Underwood Avenue
- Beeman, Paul J. (1977), M.Div. (Garrett Theological Seminary), *Franklin S. Hickman Visiting Lecturer, part-time, in Divinity*, Apartment 36-B, 2920 Chapel Hill Road
- Bentley, Charles A., Jr. (1976), J.D. (Virginia), *Adjunct Assistant Professor of Law*, 6-7 Morreene Road

²⁰⁸Through 4-30-77.

²⁰⁹Through 4-30-77.

²¹⁰Leave of absence 1977-78.

²¹¹Through 6-30-77.

*See also Medical School, page 58.

- Beres, Thomas R. (1977), B.S. (State Univ. of New York, Stony Brook), *Part-time Instructor in Computer Science*, 211 Parthenia Drive
- Bergstone, Frederick C. (1967), B.M. (Southern California), *A. J. Fletcher Artist Associate in Music*, 2425 Patria Street, Winston-Salem, N.C.
- Berning, John A., Jr. (1974), M.A. (Duke), *Part-time Instructor in Mathematics*, Apartment 105, 312 North Buchanan Boulevard
- Bierma, Lyle Dean (1977), B.D. (Calvin Theological Seminary), *Graduate Assistant in the Divinity School*, Apartment B, 304 Anderson Street
- Bilazarian, Peter (1977), B.A. (Harvard), *Part-time Instructor in Mathematics*, Apartment B-1, 700 Morreene Road
- Bingham, Tayler H. (1977), M.A. (Connecticut), *Lecturer, part-time, in Forestry*, 147 Lee Circle, Cary, N.C.
- Bishop, Joseph M. (1975), M.Ed. (Duke), *Part-time Instructor in Education*, 2025 Markham Drive, Chapel Hill, N.C.
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Blakely, Florence E., M.A.L.S., *Head of the Reference Department (Librarian)*, 709 West Club Boulevard
Branson, Barbara, M.S.L.S., *Principal Cataloger (Librarian)*, 427 Green Street
Broadfoot, Winston, J.D., *Director of the George Washington Flowers Memorial Collection (Librarian)*, Lake
Shore Drive, Chapel Hill, N.C.
Bullard, Scott, M.A., A.B.D., M.S.L.S., *Assistant Head, Acquisitions (Senior Assistant Librarian)*,
Apartment B-16, 4216 Garrett Road
Burke, Serena S., M.S.L.S., *Bibliographer (Senior Assistant Librarian)*, 3413 West Club Boulevard
Canada, Mary, B.S.L.S., M.A., *Assistant Head of the Reference Department (Librarian)*, 1312 Lancaster
Street
Carter, Phyllis, B.S.L.S., *Monographic Cataloger (Senior Assistant Librarian)*, 303-2 Brookside Drive,
Chapel Hill, N.C.
Chestnut, Paul, B.D., Ph.D., *Assistant Curator of Manuscripts for Readers' Services (Senior Assistant Librarian)*,
1108 Monmouth Avenue
Cook, Jean G., M.L.S., *Head of Serials Department (Senior Assistant Librarian)*, Apartment 14, 2117
Bedford Street
Cox, Carolyn, M.L.S., *Serials Catalogue Librarian (Assistant Librarian)*, Apartment 50, 500 DuPont Road
Dawson, Mary H., M.S.L.S., *Monographic and Serials Cataloger (Librarian)*, 880 Louise Circle
Engleman, Roberta A., M.A., M.S.L.S., *Monographic Cataloger (Senior Assistant Librarian)*, 39 Hamilton
Road, Chapel Hill, N.C.
Erlandson, John A., M.A.L.S., *State and International Documents Librarian (Assistant Librarian)*,
Apartment 28-B, 1315 Morreene Road
Erwin, William R., Jr., M.A., M.S.L.S., *Assistant Curator of Manuscripts for Cataloging (Associate Librarian)*,
2218 Myers Street
Estes, Alice H., M.S.L.S., *Reference Librarian (Senior Assistant Librarian)*, Box 5567, Duke Station
Ford, Emerson, B.D., *Interlibrary Loan Librarian*, 2201½ Summit Street
Graham, Martha A., M.A., M.S.L.S., *Newspaper and Film Librarian (Senior Assistant Librarian)*, 412 East
King Street Extension, Hillsborough, N.C.
Grzybowski, Zofia, M.A., M.S.L.S., *Librarian for Polish Materials (Associate Librarian)*, 2605 University
Drive
Harkins, Diane G., M.S.L.S., *Head, Serials Cataloging Section (Senior Assistant Librarian)*, 323
Brandywine, Chapel Hill, N.C.
Hotelling, William E., *Monographic Cataloger (Senior Assistant Librarian)*, 2715 Shaftsbury Drive

Jones, Bertha, B.S.L.S., *Monographic Cataloger (Librarian)*, 1015 Anderson Street
 Kline, Lawrence O., B.D., M.A., M.L.S., *Head, Monographic Cataloging Department (Associate Librarian)*,
 Box 4768 Duke Station
 Knapp, Sharon E., M.A.T., *Cataloger of Manuscripts (Senior Assistant Librarian)*, 110 Wicklow Lane
 Land, Joline R., M.A., M.S.L.S., *Assistant Head, Serials Department (Associate Librarian)*, Apartment E-5,
 2106 Front Street
 Leonardi, Catherine R., M.A., M.S.L.S., *Monographic Cataloger (Senior Assistant Librarian)*, 860 Louise
 Circle
 Leyte-Vidal, Celia, M.S.L.S., *Monographic Cataloger (Associate Librarian)*, 4168 Deepwood Circle
 Leyte-Vidal, Jesus, M.S.L.S., J.D., *Librarian for Latin American Materials (Librarian)*, 4168 Deepwood
 Circle
 Lin, Wen-Chouh, M.A., M.S.L.S., *Monographic Cataloger (Senior Assistant Librarian)*, 710 Chalice Street
 Lively, Eva, M.L.S., *Monographic Cataloger (Senior Assistant Librarian)*, Apartment 8-B, 600-6 LaSalle
 Street
 MacDonald, Susan H., M.L.S., *Head of Public Documents Department (Senior Assistant Librarian)*,
 Apartment 16, 2132 Bedford Street
 Maheshwray, Avinash, Dip.L.S., M.A., *Librarian for South Asia Materials (Associate Librarian)*, 1010
 Wyldewood Road
 Mayes, Otto W., Jr., *Data Processing Specialist*, Box 2542, West Durham Station
 Miller, Margaret L., M.S.L.S., *Monographic Cataloger (Senior Assistant Librarian)*, 111 Northampton
 Terrace, Chapel Hill, N.C.
 Mishler, Mary Catherine, M.A.L.S., *Documents and Maps Librarian (Senior Assistant Librarian)*, 3621
 Cole Mill Road
 Morris, Janie C., M.L.S., *Monographic Cataloger (Senior Assistant Librarian)*, Hillsborough, N.C.
 Nease, Pauline L., A.B., *Monographic Cataloger (Associate Librarian)*, 1010 Rosehill Avenue
 Nelius, Albert A., M.Div., M.S.L.S., *Circulation Department (Senior Assistant Librarian)*, 3112 Sprunt
 Avenue
 New, Toby S., A.B., *Monographic Cataloger (Senior Assistant Librarian)*, Route 3, Box 77F, Hillsborough,
 N.C.
 Plowden, Mary E., A.B.L.S., *Head of Acquisitions Department (Librarian)*, 619 Swift Avenue
 Rees, Joe C., M.S.L.S., *Reference Librarian (Associate Librarian)*, Pleasant Green Road
 Russell, Mattie, Ph.D., *Curator of Manuscripts (Librarian)*, 2209 Woodrow Street
 Sharp, John L., III, Ph.D., *Curator of Rare Books (Associate Librarian)*, 310 East Markham Avenue
 Stone, Ann F., M.S.L.S., *Undergraduate Librarian (Associate Librarian)*, 5114 Pine Trail Drive
 Sturgeon, Jane, B.S.L.S., *Curator of Rare Book Cataloging (Librarian)*, 1607 Peace Street
 Van Goethem, Geraldine B., M.S.L.S., *Serials Cataloger (Senior Assistant Librarian)*, 829 Tinkerbell
 Road, Chapel Hill, N.C.
 Vogel, Jane G. McKean, M.S.L.S., *Reference Librarian (Associate Librarian)*, 1212 Woodburn Road
 Weldon, Jean, M.S.L.S., *Serials Cataloger (Senior Assistant Librarian)*, Apartment 28-K, 707 Louise
 Circle
 Wells, David B., M.S.L.S., *Reference Librarian (Assistant Librarian)*, 700 Morreene Road
 Whittington Erma P., B.S.L.S., M.A., *Librarian for the Hubbell Center, Manuscript Department (Librarian)*,
 2402 Wrightwood Avenue

East Campus Library

Harrison, Evelyn J., B.S.L.S., *Librarian (Librarian)*, 2739 Sevier Street
 Knoerr, Margaret K., M.S.L.S., *Reference Librarian (Associate Librarian)*, 208 Hillsborough Street,
 Chapel Hill, N.C.
 Young, Betty, M.S.L.S., *Head of the Circulation Department (Associate Librarian)*, 2929 Welcome Drive

Art History Library

Hassold, Edith, Dip.L.S., *Librarian (Senior Assistant Librarian)*, Apartment 6, 2030 Bedford

Biology-Forestry Library

Livingstone, Bertha R., M.A., M.S.L.S., *Librarian (Senior Assistant Librarian)*, 2827 Ridge Road

Chemistry Library

Smith, Eric J., *Librarian (Senior Assistant Librarian)*, 110 Woodridge Drive

Divinity School Library

Farris, Donn Michael, M.S. in L.S., M.Div., *Librarian (Professor of Theological Bibliography)*, 921 North
 Buchanan Boulevard
 Leonard, Harriet V., M.S. in L.S., M.Div., *Reference Librarian (Librarian)*, Apartment F-1-B,
 University Apartments

School of Engineering Library

Wilson, Alice T., M.S.L.S., *Librarian (Senior Assistant Librarian)*, 331 Flemming Drive

Music Library

Hammond, J. Samuel, M.S.L.S., *Librarian (Senior Assistant Librarian)*, Apartment A, 1406 West Markham Avenue

Physics-Mathematics Library

Wilkins, Mary Ann, M.S.L.S., *Librarian (Senior Assistant Librarian)*, Apartment 88-C, 3022 Chapel Hill Road

Law School Library

Price, Kathleen, M.S., J.D., *Law Librarian (Associate Professor of Law)*, 2222 West Club Boulevard

Sutton, Barbara, M.L.S., *Associate Librarian (Senior Assistant Librarian)*, Apartment 5-A, 624 South LaSalle Street

Mobley, Beth, M.S. in L.S., *Assistant Librarian for Technical Services (Associate Librarian)*, 129 Flint Ridge Apartments, Hillsborough, N.C.

Denson, Janeen, M.S.L.S., *Circulation Librarian (Senior Assistant Librarian)*, 602 Red Carriage

Gosling, Jean, M.S., *Reference Librarian (Assistant Librarian)*, 4339 Berini

Jones, Faye, M.S., *Serials Librarian (Assistant Librarian)*, 426 Green Street

Keller, Faye, M.L.S., *Cataloging Librarian (Assistant Librarian)*, Apartment T-5, 2808 Croasdaile

Medical Center Library

Bird, Warren P., M.S., *Director (Associate Professor of Medical Literature)*, 35 Stoneridge Circle

Brown, Mary Ann, M.S., *Chief of Reader Services (Librarian)*, 3062-F Colony Road

Cavanagh, G. S. Terence, B.L.S., *Curator of the Trent Collection (Professor of Medical Literature)*, Box 3044, West Durham Station

Feinglos, Susan, M.L.S., *Reference Librarian (Senior Assistant Librarian)*, 2752 Middleton Street, Apartment 25-G

Kruse, Kathryn, M.L.S., *Head Reference Services (Associate Librarian)*, 2116 Front Street, Carver Terrace, D-5

Porter, Katherine, M.S., *Cataloguer (Assistant Librarian)*, 1009 Archdale Drive

Smith, Susan C., M.F.A., *Assistant Curator of the Trent Collection*, 3007 University Drive

Tatum, Constance M., M.S., *Chief Cataloguer (Librarian)*, 610 Massey Avenue

Wheeler, Eula, M.S.L.S., *Acquisitions Librarian (Associate Librarian)*, 28 Mt. Bolus Road, Chapel Hill, N.C.

Woodburn, Judy, M.S., *Collections Librarian (Associate Librarian)*, 3062-F Colony Road

Medical Sciences Branch

De Turk, Virginia, *Librarian*, 114 Newell Street

EQUAL OPPORTUNITY OFFICE

Burke, Delores, M.A., *Director*, 1404 The Oaks, Chapel Hill, N.C.

Government and Administrative and Instructional Staff

The University Trustees	36
Trustees Emeriti	22
General Administration	25
Faculty and Administrators Emeriti	139
Instructional Staff (regular, visiting, and part-time) ¹	1586
Professors—437	
Associate Professors—317	
Assistant Professors—353	
Associates—120	
Instructors—28	
Lecturers—5	
Visiting Professors and Lecturers—20	
Professors—4	
Associate Professors—5	
Assistant Professors—10	
Associates—1	
Lecturers—0	
Instructors—0	
Part-Time Adjunct Faculty and Instructional Staff (except Medical School)—266	
Part-Time Adjunct Faculty, Medical School—40	
Research Associates	189
Clinical Faculty, Medical School	251
Education Administration ²	26
Business Administration ³	31
Alumni Affairs	8
Institutional Advancement ⁴	16
University Relations	12
Student Affairs ⁵	5
Other Offices and Staff ⁶	104
Art—3	
Athletics—35	
Audio Visual Education-Medical Center—6	
Duke University Press—8	
Food Services—30	
Music—6	
Religious Life Staff—9	
University-Stores—7	
The University Libraries ⁷	80
Equal Opportunity Office	1
TOTAL	2531

¹Includes 15 officers listed with General Administration.

²Does not include 13 listed with General Administration, 32 with academic rank listed with Instructional Staff.

³Does not include 4 listed with General Administration.

⁴Does not include 1 listed with General Administration; 1 with academic rank listed with Instructional Staff.

⁵Does not include 1 listed with General Administration; 3 listed with Educational Administration; 2 with academic rank listed with Instructional Staff

⁶Does not include 11 with academic rank listed with Instructional Staff, 1 listed with University Libraries.

⁷Does not include 7 with academic rank listed with Instructional Staff.



Appendix



Government

1. THE INDENTURE OF TRUST BY WHICH THE UNIVERSITY WAS CREATED

Among the provisions of James B. Duke's Indenture of Trust was an educational institution to be known as Duke University, to the building and support of which he made provision at the time of execution of the Indenture and later by additions thereto by the operation of his Will. In respect to Duke University the Indenture contains the following provisions:

I. (In Article FOURTH) The Trustees hereunder are hereby authorized and directed to expend as soon as reasonably may be a sum not exceeding Six Million Dollars of the corpus of this trust in establishing at a location to be selected by them within the State of North Carolina an institution of learning to be known as Duke University, for such purpose to acquire such land and erect and equip thereon such buildings according to such plans as the Trustees may in their judgment deem necessary and adopt and approve for the purpose, to cause to be formed under the laws of such state as the Trustees may select for the purpose a corporation adequately empowered to own and operate such properties under the name of Duke University as an institution of learning according to the true intent hereof, and convey to such corporation when formed the said lands, buildings and equipment upon such terms and conditions as that such corporation may use the same only for such purposes of such university and upon the same ceasing to be so used then the same shall forthwith revert and belong to the Trustees of this trust as and become a part of the corpus of this trust for all the purposes thereof.

However, should the name of Trinity College, located at Durham, North Carolina, a body politic and incorporate, within three months from the date hereof (or such further time as the Trustees hereof may allow) be changed to Duke University, then, in lieu of the foregoing provisions of this division "FOURTH" of the Indenture, as a memorial to his father, Washington Duke, who spent his life in Durham and whose gifts, together with those of Benjamin N. Duke, the brother of the party of the first part and of other members of the Duke family, have so largely contributed toward making possible Trinity College at that place, he directs that the Trustees shall expend of the corpus of this trust as soon as reasonably may be a sum not exceeding Six Million Dollars in expanding and extending said University, acquiring and improving such lands, and erecting, removing, remodeling and equipping such buildings, according to such plans, as the Trustees may adopt and

approve for such purpose to the end that said Duke University may eventually include Trinity College as its undergraduate department for men, a School of Religious Training, a School for Training Teachers, a School of Chemistry, a Law School, a Co-ordinate College for Women, a School of Business Administration, a Graduate School of Arts and Sciences, a Medical School and an Engineering School, as and when funds are available.

II. (In Article FIFTH) Thirty-two per cent of said net amount not retained as aforesaid for addition to the corpus of this trust shall be paid to that Duke University for which expenditures of the corpus of the trust shall have been made by the Trustees under the "Fourth" division of this Indenture so long as its name shall be Duke University and it shall not be operated for private gain, to be utilized by its Board of Trustees, in defraying its administration and operating expenses, increasing and improving its facilities and equipment, the erection and enlargement of buildings and the acquisition of additional acreage for it, adding to its endowment or in such other manner for it as the Board of Trustees of said institution may from time to time deem to be to its best interests, provided that in case such institution shall incur any expense or liability beyond provisions already in sight to meet same, or in the judgment of the Trustees under this Indenture be not operated in a manner calculated to achieve the results intended hereby, the Trustees under this Indenture may withhold the whole or any part of such percentage from said institution so long as such character of expense or liabilities or operations shall continue, such amounts so withheld to be in whole or in part either accumulated and applied to the purposes of such University in any future year or years, or utilized for the other objects of this Indenture, or added to the corpus of this trust for the purpose of increasing the principal of the trust estate, as the Trustees may determine.

III. (In Article SEVENTH) I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty men of such outstanding character, ability, and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous records show a character, determination, and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind, and, second, to instruction in chemistry, economics, and history, especially the lives of the great of the earth, because I believe that such subjects will most help to develop our resources, increase our wisdom and promote human happiness.

IV. (In Article THIRD) As respects any year or years and any purpose or purposes for which this trust is created (except the payments hereinafter directed to be made to Duke University), the Trustees in their uncontrolled discretion may withhold the whole or any part of said incomes, revenues and profits which would otherwise be distributed under the "Fifth" division hereof, and either (1) accumulate the whole or any part of the amount so withheld for expenditures (which the Trustees are hereby authorized to make thereof) for the same purposes in any future year or years, or (2) add the whole or any part of the amounts so withheld to the corpus or the trust, or (3) pay, apply and distribute the whole or any part of said amounts to and for the benefit of any one or more of the other purposes of this trust, or (4) pay, apply and distribute the whole or any part of said amounts to or for the benefit of any such like charitable, religious or educational purpose within the State of North Carolina and/or the State of South Carolina, and/or any

such like charitable hospital purpose which shall be selected therefore by the affirmative vote of three fourths of the then Trustees at any meeting of the Trustees called for the purpose, complete authority and discretion in and for such selection and utilization being hereby given the Trustees in the premises.

2. RESTATED CHARTER OF DUKE UNIVERSITY

Section 1. That A. P. Tyer, J. H. Southgate, B. N. Duke, G. A. Oglesby, V. Ballard, J. A. Long, J. F. Bruton, J. N. Cole, F. A. Bishop, J. G. Brown, C. W. Toms, J. W. Alspaugh, W. R. Odell, J. A. Gray, F. Stikeleather, Kope Elias, S. B. Turrentine, P. H. Hanes, T. F. Marr, G. W. Flowers, M. A. Smith, R. H. Parker, W. J. Montgomery, F. M. Simmons, O. W. Carr, R. A. Mayer, N. M. Journey, Dred Peacock, B. B. Nicholson, W. G. Bradshaw, E. T. White, T. N. Ivey, J. B. Hurley, R. L. Durham, W. C. Wilson, and their associates and successors shall be, and continue as they have been, a body politic and corporate under the name and style of "DUKE UNIVERSITY," and under such name and style shall have perpetual existence and are hereby invested with all the property and rights of property which now belong to the said corporation, and said corporation shall henceforth and perpetually, by the name and style of "DUKE UNIVERSITY", hold and use all the authority, privileges, and possessions it had or exercised under any former title and name, and be subject to all recognized legal liabilities and obligations now outstanding against such corporations.

Section 2. That the purposes for which such corporation is organized are to acquire, own, operate, provide, maintain and perpetuate an institution of higher learning or other institutions of learning and all properties, facilities and services necessary or appropriate in connection therewith; to acquire, own, operate, provide, maintain and perpetuate hospital facilities to serve and benefit the general public; to acquire, own, operate, provide, maintain and perpetuate such other institutions, organizations, associations, clinics, corporations, partnerships, properties, facilities and services as are appropriate in furtherance of the educational, charitable, scientific, literary or public service purposes; and generally to have and exercise all powers granted to non-profit corporations under the law of the State of North Carolina for any lawful education, charitable, scientific, literary or public service purposes; Provided, however, that notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law) or (b) by a corporation, contributions to which are deductible under Sections 170(c) (2), 2055 and 2522 of the Internal Revenue Code of 1954, as amended (or the corresponding provisions of any future United States Internal Revenue law).

Section 3. That the Trustees shall be thirty-six in number, of whom twelve shall be elected by the North Carolina Conference of the United Methodist Church; twelve by the Western North Carolina Conference of the said church; and twelve by the graduates of said University; Provided, however, that no person shall be elected a Trustee till he has first been recommended by a majority of the Trustees present at a regular meeting; and the Trustees shall have power to remove any member of their body who may remove beyond the boundary of the State or who may refuse or neglect to discharge the duties of a Trustee. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. The Trustees shall regulate by bylaws the manner of election of the Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise of any Trustee, the same shall be filled for the unexpired term by the

Board of Trustees. That the present Trustees shall continue and remain in office during the term for which they have been heretofore respectively elected.

Section 4. That the said corporation shall be under the supervision, management and government of a president and such other persons as said Trustees may appoint; the said president, with the advice of the other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said University and prescribe the preliminary examinations and the terms and conditions on which pupils shall be received and instructed.

Section 5. That said Trustees shall have power to make such rules, regulations and bylaws and to take such other action not inconsistent with the Constitution of the United States and of the State of North Carolina as may be necessary or appropriate for the good government of the corporation and its various operations and management of the property and funds of the same, and to exercise all powers granted to non-profit corporations under the laws of the State of North Carolina.

Section 6. That the Trustees shall have power to fix the time of holding their annual and other meetings, to elect a president and professors for said University, to appoint an executive committee to consist of not less than seven members, which committee shall control the internal regulations of said University and fix all salaries and emoluments, and to do all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

Section 7. That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five trustees shall be a quorum to transact business.

Section 8. Upon the dissolution of the corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively to educational, charitable, religious, scientific, literary or other organizations which would then qualify under the provisions of Section 501(c) (3) of the Internal Revenue Code and the Regulations thereunder as they now exist or as they may hereafter be amended.

Section 9. That all laws and parts of laws or of the Charter heretofore granted which are in conflict with this act are hereby repealed.

Section 10. That this act shall be in force from and after its ratification and acceptance by the Board of Trustees.

This Restated Charter purports merely to restate but not to change the provisions of the original Articles of Incorporation as supplemented and amended; and there is no discrepancy, other than as expressly permitted by Section 55A-37.1 of the General Statutes of North Carolina, between said provisions and the provisions of this Restated Charter.

3. THE BYLAWS OF THE UNIVERSITY

Article I. Aims

1. The aims of Duke University are to assert a faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the Son of God; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of this University always be administered.

Article II. Board of Trustees

1. Powers. All powers of the University shall be vested in a Board of Trustees consisting of thirty-six elected members.

2. Nomination and Elections. The Trustees shall be elected as follows: twelve by the North Carolina Conference of the Methodist Church; twelve by the Western North Carolina Conference of the Methodist Church; and twelve by the graduates of Duke University. Each year a roster of nominees shall be referred to the Board by a committee of two faculty members elected by the principal faculty council, two students elected by the principal student council, the president of the Alumni Association and the President of the University as Chairman. The President shall add to the roster nominees proposed by individual students, faculty members and Trustees. For positions to be filled by the graduates of Duke University, the President shall place on the roster nominees proposed by the officers of the National Council and of the General Alumni Association. The Board, after hearing the recommendations of the Executive Committee, and by a majority of the Trustees present at any regular meeting, shall recommend the persons to be elected Trustees and submit its recommendations to the appropriate conference of the Methodist Church and the graduates.

No person who shall have attained the age of seventy years shall be elected a Trustee.

3. Term. The term of office of a Trustee shall be six years, beginning on the first day of July following election. Terms shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. No person shall serve more than two consecutive six-year terms, with renewed eligibility for election to the Board following not less than two years absence of membership; provided that Trustees presently (September, 1970) serving a second full term are eligible for re-election for one additional term without an absence of two years.

4. Vacancies. Any vacancy in the membership of the Board shall be filled for the unexpired term by a majority vote of the Trustees present at a regular meeting of the Board from the roster of nominees.

5. Retirement. A Trustee shall retire on the first day of July after he attains the age of seventy, provided however, that Trustees serving on the Board as of September 1970 may complete their current terms, adjusted to July 1. A Trustee who would attain the age of seventy years during a two-year period of ineligibility shall retire at the end of the term for which he was elected, adjusted to July 1.

6. The aforesaid adjustments to July 1 shall reduce by six months the terms of Trustees serving on the Board as of January 1, 1974.

7. Emeritus. The Board may elect a retiring Trustee a Trustee Emeritus. Trustees Emeriti shall be entitled to receive notice of all meetings of the Board and attend and participate in such meetings, but shall not have the right to vote. Trustee Emeriti shall be eligible for membership on any standing committee other than the Executive Committee.

8. Removal. Any Trustee who may refuse or neglect to discharge the duties of a Trustee may be removed by the affirmative vote of three-fourths of the members of the entire Board of Trustees.

Article III. Meetings of the Board

1. Annual Meeting. Annual meetings of the Board of Trustees shall be held on the day next preceding the day on which the graduation exercises take place.

2. Regular Meetings. Regular meetings of the Board shall be held on the Saturday preceding the day on which Founders' Day is celebrated, on the first Friday in March, and on the last Saturday in September.

3. Special Meetings. Special meetings shall be held upon the call of the Chairman, or upon written request of twelve or more Trustees addressed to the Secretary, with a copy to the Chairman specifying the business to be transacted at the meeting.

4. Notice. The Secretary shall give at least five days' notice to each member of the Board stating the time and place of all meetings, and the purpose of any special meeting.

5. Place. All meetings of the Board of Trustees shall be held at Duke University in the City of Durham, North Carolina, except that the Trustees by vote, or written assent, of a majority of the then members of the Board may designate another place for any meeting.

6. Quorum. A majority of the then members of the Board of Trustees shall be a quorum for the transaction of business.

Article IV. Officers of the Board

1. Officers of the Board. The officers of the Board shall be a Chairman, a Vice-Chairman and a Secretary.

2. Election. The officers of the Board of Trustees shall be elected at its annual meeting for a term of one year or until their successors are elected and qualified.

3. Duties.

a. The Chairman shall preside at all meetings of the Board, shall represent the Trustees at public meetings of the University, and shall be a member of and Chairman of the Executive Committee.

b. The Vice Chairman shall perform the duties of the Chairman in the absence or disability of the Chairman, or in the event of a vacancy in that office.

c. The Secretary of the University shall also be the Secretary of the Board of Trustees. He shall record the minutes of all meetings of the Board and its Executive Committee, and shall have custody of the Charter, Bylaws, minutes, records and other documents of the Board and its Committees. The Secretary shall send a copy of the minutes to each member of the Board promptly after each meeting of the Board and of the Executive Committee.

4. Vacancies. A vacancy in any office of the Board of Trustees may be filled for the unexpired term by the Board of Trustees.

Article V. Committees of the Board

1. Committees. The standing committees of the Board shall be:

a. The Executive Committee

b. The Business and Finance Committee

c. The Building and Grounds Committee

d. The Institutional Advancement Committee

e. The Academic Affairs Committee

The Board may authorize other committees from time to time.

2. Membership. At each annual meeting, the Board of Trustees shall elect the Chairmen (who shall be Trustees) and other Trustee members of the standing committees to serve for two years, beginning July 1. The Chairman of the Board, the Vice Chairman of the Board, and the President of the University shall be members of the Executive Committee. The President of the University shall be a member of all other standing committees of the Board.

Nominations of faculty and student members shall be for one year terms from lists of prospects developed by the President in consultation with representative student and faculty groups.

The number of Trustee members and non-Trustee members of any standing committee shall be determined by the Board of Trustees after receiving the recommendation of the committee chairman, and the Trustees may authorize and elect such committee members at any meeting in addition to the annual meeting.

Insofar as practical, membership on the standing committees should be rotated.

The Committees of the Board shall have the powers and duties set forth in these Bylaws and such other powers and duties as the Board may delegate to them. They shall exercise their powers and perform their duties subject to the direction and approval of the Board. They may from time to time make recommendations to the Board for the establishment of new policies or any change in existing policies, but without decision-making authority except pursuant to specific delegation by the Board or the Executive Committee.

3. Vacancies. Any vacancy in the membership of a standing committee shall be filled by the Chairman of the Board of Trustees after consultation with the President of the University.

4. Meetings. Each standing committee shall meet at such times and places and upon such notice as it may determine, and shall file a copy of the minutes of each meeting with the Secretary of the University.

5. Quorum. A majority of the then members of a standing committee shall be a quorum for the transaction of business.

Article VI. Executive Committee

1. Membership. The Chairman of the Board (to serve as Chairman), the Vice Chairman of the Board (to serve as Vice Chairman), the President of the University, the Chairman of each standing committee, and not more than three Trustee members at large shall constitute the Executive Committee of the Board.

2. Powers and Duties. The Executive Committee shall:

- a. Subject to the provisions of the Charter and these Bylaws exercise all powers of the Board of Trustees in the interim between meetings of the Board.
- b. Appoint an Investment Committee of not less than five members, at least two of whom shall be Trustees, with the other members being selected from Trustees, officers, and alumni of Duke University, and Trustees and officers of The Duke Endowment, with such powers and duties as may be assigned to it by the Executive Committee.
- c. Coordinate the activities of the other standing committees.
- d. Exercise other duties as prescribed in the Charter or as may be delegated by the Board of Trustees.
- e. Report its actions to the Board of Trustees.

Article VII. Business and Finance Committee

1. Membership. The Business and Finance Committee shall be composed of not less than four Trustees, at least one faculty member, at least one student and the Vice President for Business and Finance, *ex officio*.

2. Powers and Duties. The Business and Finance Committee shall:

- a. Keep informed on, consider proposals for, and make recommendations with respect to, the general business affairs and financial organization of the University.
- b. Receive and review the annual budgets and recommend their approval or modification.
- c. Maintain an ongoing analysis and review of monthly operating statements, periodic construction summary, and internal audit reports.

- d. Recommend the annual report of the auditors and submit it with recommendations for action.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article VIII. Building and Grounds Committee

1. **Membership.** The Building and Grounds Committee shall be composed of not less than five Trustees, at least one faculty member, at least one student, and the Vice President for Business and Finance, ex officio.

2. **Powers and Duties.** The Building and Grounds Committee shall consider proposals for, and make recommendations with respect to:

- a. Siting of all buildings and related appurtenances such as utilities, roads, and parking areas.
- b. Commissioning of Project Architects and Engineers, and approval of proposed Contractors for construction projects.
- c. Evaluation and promulgation of continuing Master Plan for long-range development of the total physical environment of the University, including inherent standards of aesthetics and quality.
- d. Evaluation of design characteristics of individual projects for adherence to established standards.
- e. Major renovation work.
- f. Naming of facilities and parts of facilities.

The Committee shall review priorities for construction and shall have authority to accept all new construction on behalf of the University, but shall not incur any expenses not previously authorized by the Board of Trustees or the Executive Committee.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article IX. Institutional Advancement Committee

1. **Membership.** The Institutional Advancement Committee shall be composed of not less than five Trustees, at least one faculty member, and at least one student. Not less than three of the Trustee members shall be alumni of the University.

2. **Powers and Duties.** The Institutional Advancement Committee shall consider proposals for, make recommendations with respect to, and assist the President in, the financial development, fund raising, public relations, and alumni affairs of the University, and carry out other projects and assignments as directed by the Board.

The Committee shall report its findings, recommendations and results to the Board of Trustees or the Executive Committee.

Article X. Academic Affairs Committee

1. **Membership.** The Academic Affairs Committee shall be composed of not less than six Trustees, not less than two faculty members, not less than two students, and the Provost, ex officio.

2. **Powers and Duties.** The Academic Affairs Committee shall:

- a. Consider proposals for, and make recommendations with respect to, the educational role of each school, college, and unit of the University and for the University as a whole; provisions for the admission of students at all levels, student life and activities; educational, research, and library programs; and the coordination of all educational activities.

- b. Promote and coordinate activities of the Boards of Visitors, review their findings, and transmit their reports to the President, and to the Board of Trustees. The President shall appoint the members of the Boards of Visitors.
- c. Designate five Trustees who, along with an equal number of faculty members designated by the President, and the President, *ex officio*, shall serve as a Committee on Honorary Degrees to make recommendations to the University faculty and the Board of Trustees.
- d. Serve as a Committee on Earned Degrees.
- e. Serve as liaison with the University faculty with respect to academic affairs.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article XI. Officers of the University

1. The Officers of the University shall be a President, a Chancellor, a Provost, a Vice President for Business and Finance, a Vice President for Health Affairs, one or more other Vice Presidents, a Treasurer, a Secretary, a University Counsel, and such other officers as the Board of Trustees may elect. One person may hold more than one office, except that the offices of President and Secretary may not be held by the same person.

2. These officers shall be elected by the Board of Trustees at its annual meeting for a term of one year and shall serve until their successors are elected and have taken office.

3. A vacancy in any office of the University may be filled, for the unexpired term, by the Board of Trustees or by the Executive Committee.

Article XII. President

1. The President shall be the chief educational and administrative officer of the University. He shall be responsible to the Board of Trustees for the supervision, management, and government of the University, and for interpreting, and carrying out the policies of the Board of Trustees. He shall have the powers and duties set forth in the Charter and in these Bylaws, and such other powers and duties as the Board of Trustees shall delegate to him.

2. He, or someone designated by him, shall preside at all academic functions and represent the University before the public.

3. He shall preside at all meetings of the University Faculty. He may veto any action taken by the University Faculty or any action taken by the faculty of any college or school in the University and state his reasons for such action.

4. He shall submit a proposed annual budget for the University to the Executive Committee prior to the beginning of the fiscal year covered by the budget.

5. He shall submit to the Board of Trustees an annual report on the condition, operations, and needs of the University.

6. He shall recommend to the Board of Trustees persons to be officers of the University other than the President.

Article XIII. Chancellor

1. The Chancellor, under the President, shall exercise the powers and duties of the President as delegated by the President from time to time.

2. He shall assume the powers and duties of the President during the incapacity or absence of the President when specifically authorized by the

President or the Board of Trustees, or in case of a vacancy in the Office of President.

Article XIV. Provost

1. The Provost shall be an executive officer of the University, under the President, responsible for all educational affairs and activities, including research, and for all aspects of student activity and welfare. He shall have the powers and duties assigned to him by the President and shall report to the President.

2. He shall be a member of the faculty of each college and school, and ex officio a member of each committee (other than Committees of the Board of Trustees) or other body concerned with matters for which he is responsible.

3. He shall receive recommendations developed by the faculty and educational officers for consideration and recommendation to the President.

Article XV. Vice President for Business and Finance

1. The Vice President for Business and Finance shall be an executive officer, under the President, responsible for all business and finance, including accounting and auditing, preparation of budgets, fiscal planning, and operating of services of the University. He shall have the power and duties assigned to him by the President and shall report to the President.

2. He shall have custody of all records, contracts, agreements, deeds, and other documents of the University or relating to its operations or properties, except minutes of meetings.

3. He shall submit to each regular meeting of the Executive Committee a report on those aspects of the finances of the University that the Executive Committee may require, and shall submit to the Board of Trustees at the end of each fiscal year an account of all receipts and disbursements for the preceding year and a statement in such details as the Board of Trustees may require of the financial condition of the University at the end of such year.

4. He and the personnel under him shall be bonded to the extent determined by the Executive Committee.

Article XVI. Vice President for Health Affairs

The Vice President for Health Affairs shall be an executive officer, under the President, responsible for the operation of the Medical Center. He shall have the powers and duties assigned to him by the President and shall report to the President.

Article XVII. Treasurer

1. The Treasurer shall report to the President or such officer of the University as the President may direct and shall have the powers and duties assigned to him by the President or such other officer.

2. He may receive and disburse investment funds and purchase, sell, or otherwise dispose of investment securities pursuant to the directions of the Executive Committee or Investment Committee, as the case may be.

3. He and the personnel under him shall be bonded to the extent determined by the Executive Committee.

Article XVIII. Secretary

1. The Secretary, under the President, shall have all of the powers and duties set forth in these Bylaws and the powers and duties commonly incident to his office. He also shall have the powers and duties assigned to him by the President and shall report to the President.

2. He shall be the custodian of the seal of the corporation and shall affix and attest to same on all duly authorized contracts, deeds and other documents.

3. He shall maintain an official roster setting forth the status of all persons employed by the University.

Article XIX. University Counsel

The University Counsel shall be the legal adviser to the University and shall be responsible for all matters of a legal nature concerning the University, including litigation, preparation or approval of all contracts, deeds, conveyances, or other documents.

Article XX. Faculty

1. The University Faculty shall be composed of the President, the Chancellor, the Provost, the Vice Presidents, the Secretary (who shall also be the Secretary of the Faculty), all deans, professors, associate professors, and assistant professors, and all other full-time members of the instructional staff who are not candidates for degrees at Duke University, Registrar, and the University Librarian, and such other persons as may be designated by the President and approved by the Executive Committee or the Board of Trustees.

2. The University Faculty shall be responsible for the conduct of instruction and research in the various colleges and schools in the University. It may also consider and make recommendations to the President regarding any and all phases of education at the University.

3. The University Faculty shall approve and recommend to the Board of Trustees the persons it deems fit to receive degrees or other marks of distinction, and the establishment of any new degree or diploma.

4. The University Faculty may organize and exercise its functions through appropriate councils, committees, or other bodies.

5. Each college and school in the University may have a faculty of its own, which shall be composed of the President, the Chancellor, the Provost, the Secretary, and all members of the University Faculty in the particular college or school. Each such faculty shall function under the President and other officers of educational administration and subject to the regulations of the University Faculty.

Article XXI. Appointments, Promotions and Tenure

1. Members of the University Faculty shall be elected, appointed, or promoted by the Board of Trustees or the Executive Committee upon the recommendation of the Provost, with the approval of the President.

2. Except for positions designated as "medical research," "adjunct," or "clinical," members of the University Faculty, above the rank of instructors (associates in the Medical School), shall have tenure after seven years of continuous service at the University, or such shorter period as may be determined for individual cases by the Board of Trustees or the Executive Committee.

Article XXII. Sabbatical Leaves

1. Each member of the University Faculty of the rank of professor, associate professor, or assistant professor shall be eligible for sabbatical leave after each six years of service to the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. Sabbatical leave may be granted by the Executive Committee upon the written recommendation of the dean of the appropriate college or school, approved by the Provost and the President.

Article XXIII. Retirement

1. All members of the faculty of the University who are eligible for or participate in the TIAA Plan and who would attain the age of seventy years prior to March 1 of a given academic year shall retire at the end of the preceding academic year and all such members of the faculty who attain the age of seventy years on or after March 1 in a given academic year shall retire at the end of such academic year.

2. The retirement and annuity plan adopted by the University on October 1, 1925, is hereby amended in those respects required to conform with the provisions of the Bylaws.

Article XXIV. Student Body

1. The student body of Duke University shall be composed of all full-time and part-time students regularly enrolled in the University.

2. The student body may consider and make recommendations to the President regarding any and all phases of education and student life at the University.

3. The student body may organize and conduct its affairs under elected representative government or governments and through appropriate councils, committees, or other bodies.

Article XXV. The University Libraries

1. The University Libraries are composed of (1) the William R. Perkins Library and its branches, (2) the School of Law Library, and (3) the Medical Center Library and its branches.

2. The University Libraries shall be responsible for such development and dissemination of scholarly and informational resources required by the academic community for instruction, research, study and publication, as designated by the Provost.

3. Professional librarians of the University Libraries shall be composed of the University Librarian, the Librarian of the School of Law, the Director of the Medical Center Library and other such persons as may be designated by the Provost with the approval of the President. The professional librarians shall be appointed or promoted by the Provost, with approval of the President, after the Provost has received recommendations from the University Librarian, the Librarian of the School of Law through the Dean of the School of Law, or from the Director of the Medical Center Library through the Vice President for Health Affairs.

4. The professional librarians of the University Libraries may organize and exercise their functions through appropriate councils, committees, or other bodies.

5. The University Libraries shall function under the President and other officers of educational administration, and subject to the regulations of the professional librarians of the University Libraries, as approved by the Provost.

Article XXVI. Fiscal Year, Academic Year and Academic Calendar

1. The fiscal year of the University shall commence on July 1 and end on the following June 30.

2. The academic year of the University shall commence on September 1 and end on the following August 31.

3. The President shall establish the academic calendar for each academic year, and designate the day on which the graduation exercises shall take place.

Article XXVII. Amendment of Bylaws

These Bylaws may be amended at any regular meeting of the Board of Trustees by the affirmative vote of two-thirds of the then membership of the Board, provided that the proposed amendment is mailed by the secretary of the Board to each member at least twenty days before the meeting.

Alumni Organizations

All former students of Duke University who have earned degrees or who are otherwise qualified by meeting residence requirements are enrolled as members of the General Alumni Association when their classes are graduated.

The purposes of the General Alumni Association, to quote from its constitution, are “. . . to unite its members in good fellowship and in cooperative enterprise with the faculties, students, officers, and trustees of Duke University, toward the fulfillment of the University's educational and humanitarian purposes; to aid in providing for the University an atmosphere in which scholarship and learning might flourish and in which the continuing search for truth and enlightenment might proceed unhindered; and in all appropriate ways to assist and stimulate Duke University toward significant achievement and influence.” The General Alumni Association meets annually, usually in May or June.

Individual sub-associations have been organized by the alumni of the Schools of Divinity, Engineering, Forestry, Law, Medicine, and Nursing. Each graduated class also exists as a permanent organization, with members holding reunions at intervals of five years. Local alumni associations are established in approximately 100 areas where alumni live in concentrated numbers, and these associations usually meet at least once a year.

The Duke University National Council is the executive council of the General Alumni Association and determines the broad policies and patterns for all alumni organizations. Its membership consists of representatives from each of the organizations and also from each of the University's faculties and student bodies. The National Council meets twice each year, on the Saturday closest to Founders' Day, December 11, and during Alumni Weekend in May or June. In the interim between meetings its business is handled by an executive committee.

The Department of Alumni Affairs is the University's administrative and coordinating agency for all alumni organizations and programs except those that involve a continuing financial support effort. Alumni fund raising programs are administered by the Office of Development. The Department of Alumni Affairs is located in the Alumni House at 614 Chapel Drive and includes the Alumni Records Office as well as a bulk mailing facility available to the University community.

The graduates of the University elect twelve of the thirty-six members of the University's Board of Trustees, with four being elected in alternate years for six year terms.

Gifts and Bequests

Duke University is a privately established institution which derives its principal support from endowment funds and from gifts and grants, thus enabling it to offer both academic and professional training to its students at a fraction of the actual cost. Gifts and grants for both operational and capital development purposes presently account for approximately one-half of the University's annual income. They are essential to the quality of its educational services and to its progress as a center of learning and research.

Gifts to Duke University, of course, fully qualify as tax deductible contributions.

The University welcomes gifts, immediate or deferred, when made without restriction as to use or when designated for any of a broad variety of purposes. Gifts may be of cash, securities, or any kind of real or personal property, depending upon the wishes and the conveniences of the donor, and University officers are prepared to confer at any time to make sure that both the donor's wishes and possible tax advantages are fully realized.

A number of publications, designed to assist the donor in making a gift, are available, and requests for these or other information will be promptly acknowledged. Such requests should be addressed to the Duke University Development Office, Duke Station, Durham, N.C. 27706.

Deferred gifts may be made through bequests or through insurance, as well as through a variety of trust arrangements. Such gifts may become significant factors in estate planning, and while qualified counseling is essential in most instances, some sample bequest forms may be noted.

GENERAL

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, and its successors forever, the sum of dollars (or otherwise describe the gift) for the general purposes and uses of the University at the discretion of the Board of Trustees.

SPECIFIC

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, or its successors forever, the sum of dollars (or otherwise describe the gift) and direct that the income therefrom shall be used for the following purposes, viz. (here describe the use desired).

CODICIL

Having hereinbefore made my last Will and Testament dated, and being of sound mind, I hereby make, publish, and declare the following codicil thereto: (here insert clause in same form as if it had been included in body of Will). Except as herein before changed, I hereby ratify, confirm, and republish my said last Will and Testament.

Office of University Relations

The Office of University Relations is the official news agency of the University, and all University news, except sports, emanates from this office. The Office maintains the University's relationship with the press, radio and television, and other communications media, and interprets the University—its faculty, its research, and its academic achievements—to the public via these media.

The Office also maintains individual biographical files on all faculty members, students, and staff, as well as files on all University departments and activities. Its files of clippings form a rich source of historical information of the Institution's life. In addition, the Office is a source of information for the many inquiries about Duke University which are received daily from all sections of the nation and from abroad.

bulletin of

DUKE University

1978
79

Medical Center

Durham, N. Carolina 1978

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University
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Medical Center

Durham • North Carolina 1978

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School of Medicine Calendar 1978–1979

First Year (Freshmen) Students

1978

August	
18	Friday—Fees and tuition payable
18	Friday, 8:30 A.M.—Orientation
21	Monday, 8:10 A.M.—First day of academic year, 1978–1979, begin fall semester
September	
4	Monday—Labor Day holiday
October	
20	Friday—Fees and tuition payable
November	
22	Wednesday, 6:00 P.M.—Begin Thanksgiving holiday
27	Monday, 8:10 A.M.—Classes resume
December	
19	Tuesday, 6:00 P.M.—End fall semester. Begin Christmas holiday.

1979

January	
5	Friday—Fees and tuition payable
8	Monday, 8:10 A.M.—Begin spring semester
February	
28	Wednesday—Registration for Summer Term II, 1978, and terms 1, 2, 3, and 4, 1979–1980
March	
2	Friday—Fees and tuition payable
5	Saturday, 1:00 P.M.—Begin spring vacation
12	Monday, 8:10 A.M.—Classes resume
June	
23	Saturday, 6:00 P.M.—End spring semester

Second Year (Sophomore),* Third Year (Junior),† and Fourth Year (Senior)† Students

1978

March	
3	Friday—Fees and tuition payable
4	Saturday, 12:00 noon—End term 3, 1977–1978, begin spring vacation
13	Monday, 8:00 A.M.—Classes resume, begin term 4, 1977–1978
13–15	Monday–Wednesday—Registration for Summer Terms I and II, 1978, and terms 1, 2, 3, and 4, 1978–1979
May	
5	Friday—Fees and tuition payable
6	Saturday, 12:00 noon—End term 4, 1977–1978
6–7	Saturday–Sunday—Graduation activities
8	Monday, 8:00 A.M.—Begin Summer Term I, 1978
June	
30	Friday—Fees and tuition payable
July	
1	Saturday, 12:00 noon—End Summer Term I, 1978
3	Monday, 8:00 A.M.—Begin Summer Term II, 1978
4	Tuesday—Independence Day holiday
August	
25	Friday—Fees and tuition payable

*Five terms of eight weeks duration

†Four terms of eight weeks duration

26	Saturday, 12:00 noon—End Summer Term II, 1978
28	Monday, 8:00 A.M.—First day of academic year 1978–1979, begin term I, 1978–1979
September	
4	Monday—Labor Day holiday
October	
20	Friday—Fees and tuition payable
21	Saturday, 12:00 noon—End term 1, 1978–1979
23	Monday, 8:00 A.M.—Begin term 2, 1978–1979
November	
22	Wednesday, 6:00 P.M.—Begin Thanksgiving holiday
27	Monday, 8:00 A.M.—Classes resume
December	
16	Saturday, 12:00 noon—End term 2, 1978–1979, begin Christmas holiday

1979

January	
5	Friday—Fees and tuition payable
8	Monday, 8:00 A.M.—Classes resume, begin term 3, 1978–1979
March	
2	Friday—Fees and tuition payable
3	Saturday, 12:00 noon—End term 3, 1978–1979, begin spring vacation
12	Monday, 8:00 A.M.—Classes resume, begin term 4, 1978–1979
12–14	Monday–Wednesday—Registration for Summer Terms I and II, 1979, and terms 1, 2, 3, and 4, 1979–1980
May	
5	Saturday, 12:00 noon—End term 4, 1978–1979
5–6	Saturday–Sunday—Graduation activities



University Administration

General Administration

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A. *President*
A. Kenneth Pye, LL.M., *Chancellor*
Frederic N. Cleaveland, Ph.D., *Provost*
Charles B. Huestis, *Vice President for Business and Finance*
William G. Anlyan, M.D., Sc.D., *Vice President for Health Affairs*
J. David Ross, J.D., *Vice President for Institutional Advancement*
Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*
J. Peyton Fuller, A.B., *Assistant Vice President and Corporate Controller*
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Eugene J. McDonald, LL.M., *University Counsel*
Harold W. Lewis, Ph.D., *Vice Provost and Dean of the Faculty*
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John M. Fein, Ph.D., *Vice Provost and Dean of Trinity College of Arts and Sciences*
Ewald W. Busse, M.D., *Associate Provost and Dean of Medical and Allied Health Education*
Roscoe R. Robinson, M.D., *Associate Vice President for Health Affairs and Chief Executive Officer of Duke Hospital*
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*
Anne Flowers, Ed.D., *Assistant Provost for Educational Program Development*
William J. Griffith, A.B., *Assistant Provost and Dean of Student Affairs*
William C. Turner, Jr., M.Div., *Assistant Provost and Dean of Black Affairs*
Richard L. Wells, Ph.D., *Assistant Provost and Associate Dean of Trinity College of Arts and Sciences*
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of the Institute for Policy Sciences and Public Affairs*
Connie R. Dunlap, A.M.L.S., *University Librarian*
William E. King, Ph.D., *University Archivist*
Clark R. Cahow, Ph.D., *University Registrar*
Robert N. Sawyer, Ed.D., *University Educational Planning Officer and Director of Summer Educational Programs*

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Ms. Anne R. Somers, *Professor, Department of Community Medicine, Rutgers School of Medicine*
†Mr. Edwin C. Whitehead, *Chairman, Technicon Corporation*

Ex Officio

Terry Sanford, J.D., *President, Duke University*
A. Kenneth Pye, LL.M., *Chancellor, Duke University*
Frederic N. Cleaveland, Ph.D., *Provost, Duke University*
William G. Anlyan, M.D., *Vice President for Health Affairs, Duke University*

†Member of Duke University Board of Trustees.

Medical Center Administration

Office of Vice President for Health Affairs

William G. Anlyan, M.D., *Vice President for Health Affairs*
Jane G. Elchlepp, M.D., Ph.D., *Assistant Vice President for Health Affairs, Planning and Analysis*
John D. Shytle, M.S., *Assistant Vice President for Health Affairs, Administration*
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Raymond C. Waters, M.A., *Assistant to the Vice President*
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Barbara Echols, M.B.A., *Coordinator, Special and Regulatory Programs*
Patricia H. Wagner, A.B., J.D., *Associate University Counsel, Health Affairs*

Office of Medical and Allied Health Education

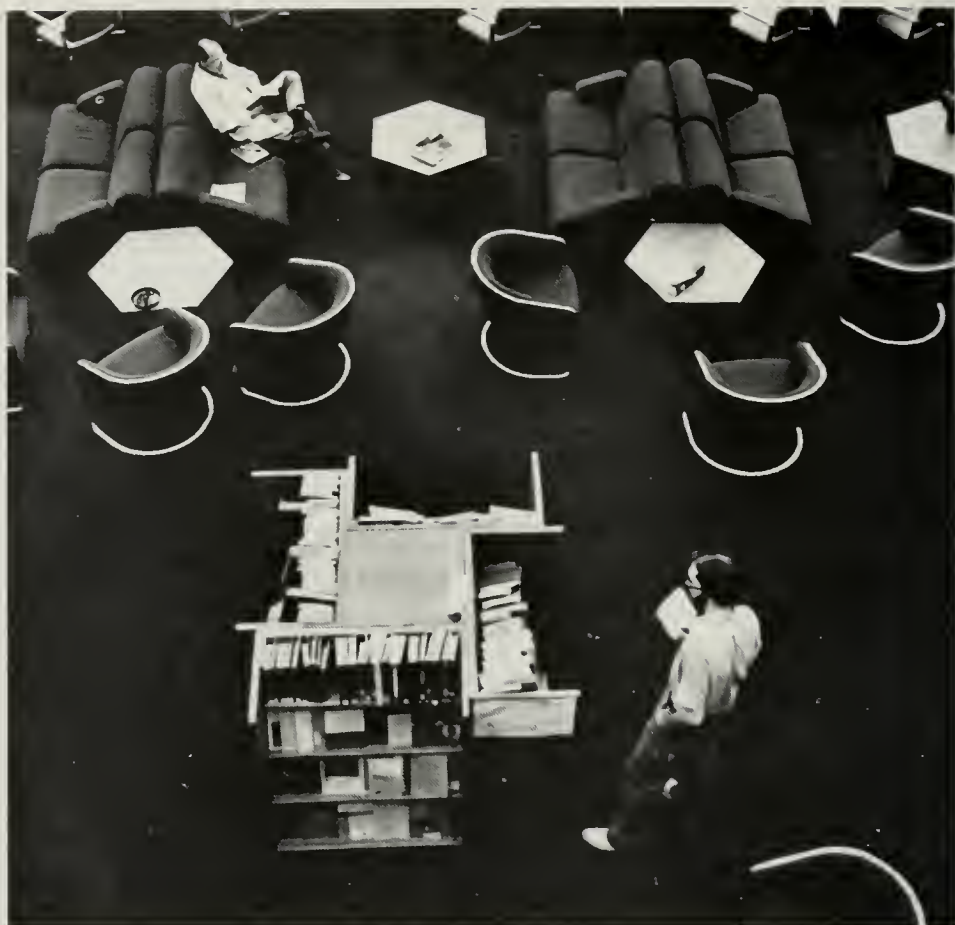
Ewald W. Busse, M.D., *Associate Provost and Dean, Medical and Allied Health Education*
Arthur C. Christakos, M.D., *Associate Dean, Graduate Medical Education*
Thomas T. Thompson, M.D., *Associate Dean, Allied Health Education and Administration*
Suydam Osterhout, M.D., Ph.D., *Associate Dean, Admissions*
M. Henderson Rourk, Jr., M.D., *Director, Continuing Medical Education*
Delford L. Stickel, M.D., *Director, Postgraduate Medical Education*
Shirley K. Osterhout, M.D., *Assistant Dean for Student Affairs*
Charles B. Johnson, Ed.D., *Associate University Registrar and Registrar, Medical Center*
Ann M. Rimmer, *Administrative Assistant to the Dean of Medical and Allied Health Education*
Thomas E. Frothingham, M.D., *Director, Area Health Education*

Office of Duke University Hospitals

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Robert D. Metcalf, M.H.A., *Assistant Administrative Director*
Carmen J. Rodio, B.A., *Assistant Administrative Director*
Michael J. Schwartz, M.H.A., *Assistant Administrative Director*
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Office of the School of Nursing

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Eleanor C. Bradsher, *Administrative Assistant to the Dean*
Edward E. Cooke, B.A., *Professional Assistant to the Dean*
Dorothy Brundage, R.N., M.N., *Coordinator, Undergraduate Program*
Joy Claussen, R.N., Ph.D., *Coordinator of Outreach Programs*
Elaine T. Nagey, B.A., M.Ed., *Staff Assistant for Academic Affairs*
Ella E. Shore, M.R.E., M.A., *Dean of Student Affairs*



Standing Committees of the School of Medicine and Medical Center

Admissions—Allied Health Degree

Thomas T. Thompson, M.D., *Chairman*; Drs. Duke, Hamilton, C. Johnson, Neelon, and Widmann

Admissions—Allied Health Certificate

Thomas T. Thompson, M.D., *Chairman*; Drs. C. Johnson, Logue, Moylan, Rice; Mr. Stump

Admissions—Medical School

Suydam Osterhout, M.D., Ph.D., *Chairman*; Drs. Andersen, Anderson, Burns, Christakos, Coonrad, Gianturco, C. Johnson, R. S. Jones, Kamin, Mills, Morris, O'Quinn, Parkerson, Paulson, Vogel, Widmann, and Worde; Ms. King, Administrative Assistant; student representatives, Ms. Higham; Messrs. Phillips, and Raine

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Animal Care Advisory

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Audit and Tissue

Clinical Chairman of each clinical service and head of each division in service.

Awards Committee for Student Awards

Shirley Osterhout, M.D., *Chairman*; departmental professional advisers from basic and clinical departments

Brain Death

William P. Wilson, M.D., *Chairman*; Drs. Cooke, Erwin, Green, Kramer, Olanow, Pfeiffer, Roses, Ruthman, and Wilkins

Clinical Cancer Education Program

W. W. Shingleton, M.D., *Chairman and Director*; Drs. Faletta, Grufferman, McGarth, Metzgar, Michalopoulos, L. Miller, J. Moore, Seigler, Surwit; Ms. McIntire

Clinical Investigations

Jerome S. Harris, M.D., *Chairman*; Ms. Barbara E. Echols, *Co-Chairperson*; Drs. Dyer, Gall, Gallagher, Guttman, Hogue, House, Klintworth, Landers, Lanning, Semans, Workman; Chaplain Aitken, Ms. Hildebran, Nord, Patterson, Wagner, Mr. Taylor

Continuing Education

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Davison Scholarship

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Allied Health Education Advisory Committee

Thomas T. Thompson, M.D., *Chairman*; Drs. Busse, Estes, Green, Harmel, Jennings, C. Johnson, Joklik, Robertson, Rosse, Sabiston, and Wilson

Duke-Veterans Administration Anatomical Gifts

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Hospital Advisory

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Hospital Infections

Suydam Osterhout, M.D., Ph.D., *Chairman*; Drs. Durack, Filston, Gallis, Hansen, Klein, Lang, Peete, Wilfert, and Zwadyk; Ms. Burke, Higgins, Palmer, and Robbins, Messrs. Schwartz and Skolaut

Medical Center Safety

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Medical Records

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Medical School Advisory

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North Carolina Residence

Suydam Osterhout, M.D., Ph.D., *Chairman*; Drs. Clapp, C. Johnson, and Peete

Operating Room Advisory

David Sabiston, M.D., *Chairman*; Drs. Creasman, Filston, Georgiade, Goldner, Harmel, Parker, and Vartanian; Ms. Flemming and Owins; Messrs. Brandon, Stump, and Wheeler

Outpatient Advisory

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Radioisotope

Henry Kamin, Ph.D., *Chairman*; Drs. Briner, Goodrich, Harris, Sanders, Tyor, and Wolbarsht; Mr. Knight

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Jerome Harris, M.D. *Chairman*; Drs. Metzgar, Schanberg, Semans, and Vogel

Utilization Review

Robert H. Wilkinson, Jr., M.D., *Chairman*; Drs. Arena, Jelovsek, Kim, Murray, Parker, Portwood, Reed, and Young; Ms. Fowler, Hutton, McCauley, Pate, and Wicker; Mr. Metcalf

Veterans Administration Research and Development

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Vice-President's Veterans Administration

William G. Anlyan, M.D., *Chairman*; Roscoe R. Robinson, M.D., *Vice Chairman*; Drs. Brodie, Busse, Cramer, Estes, Green, Harmel, Hill, Pratt, Putman, Sabiston, Wadsworth, Wilson, and Wyngaarden; Messrs. Arledge and Shytle



General Information



History

In 1924 James Buchanan Duke established The Duke Endowment and thus made possible the creation of Duke University.

"I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence.

I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life . . . I very much hope that the people will see to it that adequate and convenient hospitals are assured in their respective communities . . . It is to these rural districts that we are to look in large measure for the bone and sinew of our country."

In item VIII of his will, Mr. Duke bequeathed to The Duke Endowment ten million dollars for Duke University, of which four million dollars was to be expended for a medical school, hospital, and nurses' home at Duke University.

Wards and clinics in the hospital were named for eminent physicians and surgeons in order to remind the staff and students of what has been accomplished in medicine, as well as to follow Mr. Duke's Indenture; "I advise courses in history, especially the lives of the great of the earth."

The School of Medicine and Duke Hospital (consisting of 400 beds) were opened in 1930 under the leadership of the first dean, Dr. Wilburt C. Davison, who had recruited an outstanding faculty on a geographic full-time basis. During that same year, the first class of medical students, hospital administration students, and dietetic students were admitted. The Private Diagnostic Clinic was organized in 1932 to provide coordinated medical and surgical care for private patients with moderate incomes.

Over the years the Medical Center has been enlarged and its programs expanded by new construction and by the acquisition of, and affiliation with, established hospitals.

Currently the Medical Center at Duke University occupies approximately 120 acres. The southern portion is contiguous with the main quadrangle of the University and consists of the following: *Davison Building*—Department of Pathology, Central Teaching Facility, Division of Audiovisual Education, Medical Center Administration, Student Lounge, Office of Admissions. *Duke Hospital South*—Departments of Medicine, Pediatrics, and Surgery, and Amphitheater, Chapel, Private Diagnostic Clinics, Outpatient Clinics, Inpatient Care Units and support services; *Baker House*—offices of Nursing, Medicine, Surgery, Pediatrics, Obstetrics-



Gynecology, Health Administration, and Pastoral Care and Counseling; *Barnes Woodhall Building*—Hospital Administration, offices and laboratories of Obstetrics-Gynecology and Pediatrics, delivery rooms, and the Emergency Service; *Diagnostic and Treatment Building*—offices and clinics of Medicine, Surgery, Pediatrics, and Psychiatry; *Gerontology Building*—Center for Aging, Department of Psychiatry, offices and laboratories of Medicine, Pediatrics, and Surgery; *Clinical Research I*—offices and laboratories of Medicine and Surgery and research wards; *Clinical Research II*—Hyperbaric Unit, offices and laboratories of Medicine, Surgery, Pediatrics, and Psychiatry, and the Clinical Cancer Research Unit; *Edwin A. Morris Clinical Cancer Research Building*—under construction and scheduled for completion in 1978.

The northern portion has the following buildings: *Nanaline H. Duke Medical Sciences Building*—Departments of Biochemistry and Physiology-Pharmacology; *Alex Sands Medical Sciences Building*—Department of Anatomy and clinical science research programs of the Departments of Medicine, Surgery, Psychiatry, and Anesthesiology; *Edwin L. Jones Basic Cancer Research Building*—Director of Comprehensive Cancer Center, Department of Microbiology and Immunology and basic science research programs of Medicine, Surgery, Pediatrics, Obstetrics-Gynecology, Anatomy, and Pathology; *Medical Research Building*—offices and laboratories of Radiology; *Bell*

Building—offices and laboratories of Medicine, Surgery, Pediatrics, Radiology, Anatomy, and Ophthalmology. It also houses Information Services, gross anatomy laboratories, and the Research Training Program; *Seeley G. Mudd Communications Center and Library*—Medical Center Library, the Trent Collection of the History of Medicine; *Searle Center for Continuing Education*; *Eye Center*—patient-care activities of the Department of Ophthalmology as well as their offices and laboratories; *Duke Hospital North*—under construction and scheduled for completion in 1979.

In the western section of the campus are: *Research Park Buildings I, II, III, and IV*—offices and laboratories of Medicine, Surgery, Pediatrics, Radiology and Microbiology and Immunology; *Vivarium*—Division of Laboratory Animal Resources and laboratory animal care facilities; *Animal and Laboratory Isolation Facility*—special containment facility for cancer research.

In the eastern section of the campus are: *Pickens Rehabilitation Center*—General and Rehabilitation Outpatient Clinics; Student Health Service, Employee Health Service, and Faculty Family Health Service; *Civitan Mental Retardation and Child Development Center*—offices, clinics, and laboratories of Psychiatry and Pediatrics; *Trent Drive Hall*—Department of Community Health Sciences.

Duke University Medical Center continues to strive to be a leader in contemporary medicine. This involves maintaining superiority in its four primary functions—unexcelled patient care, dedication to educational programs, national and international distinction in the quality of research, and service to the region.

Growth is identified with deeper involvement in the social aspects of health, the establishment of many advanced therapeutic and research facilities, a building program that will require one or more decades for its completion and a new and imaginative revision of the medical teaching program that has attracted the attention of educators around the world.

Resources for Study

Library/Communications Center. The Medical Center Library/Communications Center is located in the Seeley G. Mudd Building, midway between the north and south medical center campuses.

The Medical Center Library attempts to provide all informational services and collections necessary to further educational, research, and clinical activities in the medical field. The collection of approximately 160,000 volumes and 2,550 current journal subscriptions is freely available for use by Medical Center students and personnel; study accommodations for 500 readers includes extensive provisions for audiovisual learning. The library also includes the Trent Collection which is unsurpassed in the southeast as a resource for study of the history of medicine, and a branch collection of books and journals maintained in the Nanaline B. Duke Medical Sciences Building.

The Medical Center Library is open: Monday-Friday, 8:30 A.M.–midnight; Saturday, 8:30 A.M.–9:00 P.M.; Sunday, 12:00 noon–11:00 P.M. Summer and holiday hours are as announced.

Director: Warren P. Bird, M.S. (Columbia, 1964), *Associate Professor of Medical Literature*; Curator of the Trent Collection: G.S.T. Cavanagh, B.S., B.L.S. (McGill, 1951), *Professor of Medical Literature*.

The Medical Center Bookstore offers a wide selection of biomedical textbooks and reference books, as well as an assortment of laboratory and clinical instruments and office supplies. Facilities for browsing in a pleasant atmosphere are available, as are special individualized services. The Bookstore is open: 8:30 A.M.–5:00 P.M., Monday-Friday.

Manager: Ansel M. Peak, B.A.

The Searle Center for Continuing Education in the Health Sciences provides accommodations for conferences, symposia, lectures and meetings to support the

Continuing Education activities of the Medical Center. Provisions have been made for banquet and food service arrangements to complement the meeting facilities.

The Central Teaching Facility. The Central Teaching Facility, located on the fourth floor of Davison Building, provides laboratory, demonstration, and conference space for all courses taught in the basic sciences, with the exception of gross anatomy. A full-time staff maintains a wide range of equipment and provides supplies and services necessary for the teaching programs conducted in the facility, thus enabling the academic staff of each department to devote its efforts entirely toward the students.

Six unit laboratories, each accommodating twenty students, and a twelve man M.D.-Ph.D. candidate laboratory are devoted to instruction for the first year. All first year medical students are given space in one of these laboratories for their own work which they maintain for the entire academic year. Four small laboratories are interspersed between the six unit laboratories and provide space for large pieces of equipment used in conjunction with exercises conducted in the unit laboratories. Space is also provided for small laboratory projects. Three large multipurpose laboratories can accommodate forty or more students each for a large variety of teaching exercises. Other areas include demonstration and conference rooms and a microscopy laboratory for advanced courses offered during the third year.

In addition to providing services to the School of Medicine, the Central Teaching Facility provides resources for use throughout the year by allied health programs.

Manager: J. Edward King, M.A.; Assistant Manager: Carol G. Reilly, B.S.

Division of Audiovisual Education. The Division of Audiovisual Education serves the Medical Center by providing all types of audiovisual materials to assist the faculty. There are three subdivisions: the Medical Art Facility, the Medical Photography Facility, and the Central Television Facility.



The Medical Art Facility provides illustrations produced by various art methods and techniques. Services rendered are medical illustrations, schematic and mechanical drawings, diagrams, charts, graphs, designs, lettering, signs, casts, models, and exhibits, as well as other forms of illustrations.

The Medical Photography Facility is staffed and equipped to provide all photographs needed for the diagnosis and treatment of patients, for teaching, and for research. For example, photographers take pictures of patients, including such fine details as the patterns of vessels on the retinae or those of the skin as they are revealed through infrared light. Standard sized slides, transparencies, and prints are produced as requested.

The Central Television Facility also provides services for teaching, research, and patient-care programs. A two-channel television link (ITFS) has been established between the Central Television Facility and the Durham V.A. Hospital. This link makes possible transmissions of educational programs. Motion pictures in color and with sound are also produced by this section. Audiotape services, projectionists, and projectors are provided.

Although no formal study programs in medical art, medical photography, and medical television are scheduled, individual training tailored to the needs of the students is available.

Director: Sam A. Agnello, A.B.

Duke Hospital. Duke Hospital, one of the largest private hospitals in the south, is part of the Medical Center and currently has 895 beds. The hospital directs its efforts toward the three goals of expert patient care, professional education, and service to the community. It offers patients modern comprehensive diagnostic and treatment facilities and special acute care and intensive nursing units for seriously ill patients. Ambulatory patients may be admitted to a minimal care unit. Surgical facilities include eighteen operating rooms in which surgeons perform more than 16,000 operative procedures annually. Approximately 1,800 babies are born each year in the delivery suite. Other special facilities for patients include a heart catheterization laboratory, hemodialysis unit, cancer research unit, pulmonary care unit, hyperbaric oxygenation chamber, and cardiac care unit.

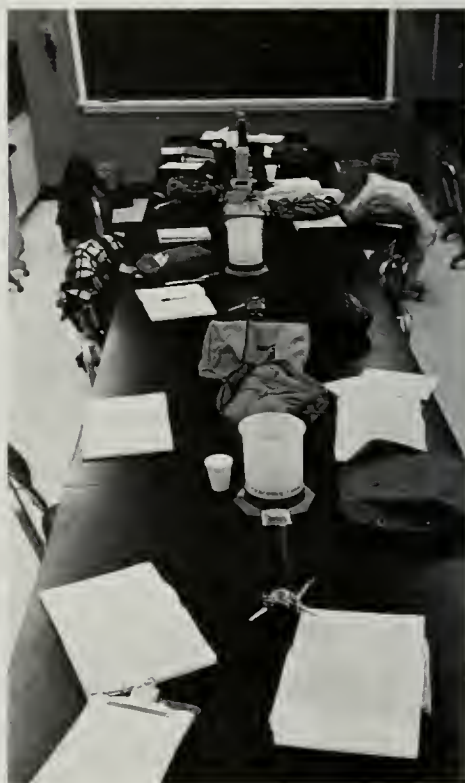
The over 29,000 patients admitted annually have their choice of private, semi-private, or ward accommodations. Close working relationships with private and governmental health and welfare agencies provide opportunities for continued care of patients after they leave Duke Hospital.

Ambulatory services include the nonprivate outpatient clinics, private diagnostic clinics, the employee health service, and the emergency department, with annual total patient visits of over 400,000. The clinical faculty of the Duke University School of Medicine participate in undergraduate and graduate medical education and practice medicine in the hospital and in private diagnostic clinics.

Duke Hospital, with a house staff of approximately 579, is approved for internship and residency training by the Council on Medical Education and Hospitals of the American Medical Association and is fully accredited by the Joint Commission on Accreditation of Hospitals.

Veterans Administration Hospital. The Durham Veterans Administration Hospital, with 489 beds, annually admits over 7,000 patients. The hospital is within walking distance from the School of Medicine and has closely integrated teaching and training programs for medical students and house staff. These programs are provided by the full-time professional staff who are members of the faculty of Duke University School of Medicine.

Highland Hospital. Highland Hospital, in Asheville, North Carolina, is a 131-bed, private, nonprofit, psychiatric hospital. It was founded in 1904 by Dr. Robert S. Carroll, who donated the hospital in 1939 to the Duke University



Medical Center. In July, 1967, Highland Hospital was fully integrated into the Duke University Medical Center as a division of the Department of Psychiatry.

All full-time psychiatrists, psychologists, and social workers at Highland Hospital hold academic appointments in the Department of Psychiatry of the Duke University Medical Center. The faculty at Highland Hospital is active in teaching psychiatry, psychology, and psychiatric social work to medical students, psychiatric residents, student psychologists, student social workers, and physician's associate students. Members of the faculty may also be involved in psychiatric and psychological research as well. These academic endeavors, and a striving for excellence that accompanies them, provide a stimulating atmosphere for the best possible patient care.

Sea Level Hospital. Sea Level Hospital in Carteret County, North Carolina, became part of Duke University Medical Center in 1969 as a result of a gift by D. E. Taylor and family of West Palm Beach, Florida. The seventy-two-bed community hospital retains its professional and administrative staff, with representatives of the Medical Center serving in an advisory capacity. It provides an opportunity for medical students to obtain experience in the practice of medicine in a small community.

Lenox D. Baker North Carolina Crippled Children's Hospital. The Lenox D. Baker North Carolina Cerebral Palsy Hospital, with forty beds, is a residential rehabilitation center for children with neuromuscular and skeletal diseases, primarily cerebral palsy. Although it is a state institution, physicians on the faculty of the Duke University Medical Center conduct interdepartmental teaching and training programs for house staff, medical students, and the Cerebral Palsy Hospital staff.

Durham County General Hospital. Durham County General Hospital is a county owned, 483-bed, general, short-term care community facility serving the residents of Durham County. This institution participates in many of the medical and health-related professional training experiences.

Other Hospitals. Various cooperative teaching and training programs are available for medical and allied health professional students and house staff at other hospitals including McPherson Hospital in Durham, Asheville Veterans Administration Hospital in Buncombe County, Murdoch Center for Retarded Children and John Umstead Hospital in Butner, Dorothea Dix Hospital in Raleigh, and Cabarrus Memorial Hospital in Concord, North Carolina.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of age, race, color, national and ethnic origin, sex, or handicap, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. It admits qualified students of any age, sex, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.

Program Information



The Medical Curriculum

In recent years, analysis and appraisal of medical curricula have resulted in changes in many medical schools. Several factors have required these changes. Important among them are the increasing scope and complexity of medicine generally and the dissatisfaction with the sharp cleavage between basic science and clinical years. As a result of long study, the Duke University School of Medicine instituted a major revision of the curriculum, beginning with the class which entered in the fall of 1966.

The aims of the present curriculum are: (1) to provide a strong academic basis for a lifetime of growth within the profession of medicine, with the development of technical competence, proficiency, and the proper attitudes peculiar to the practice of medicine as well as an appreciation of the broader social and service responsibilities; (2) to establish for the first year a basic science program which will fulfill the purposes of the increasingly heterogeneous student body; (3) to offer both clinical and basic science education simultaneously; (4) to permit the student to explore personal intellectual preferences and capabilities; (5) to allow indepth study in selected areas, either clinical or basic science; (6) to provide greater freedom of course selection and thus to encourage earlier career decision; and (7) to achieve better integration of the medical school curriculum with residency training and the practice of medicine.

The curriculum, while offering a previously unattainable degree of flexibility to medical education and new opportunities for intellectual exploration, also makes heavy demands upon the student. It should be recognized that medical students at the Duke University School of Medicine are expected to maintain a consistent level of performance and to demonstrate qualities of initiative and dedication to their chosen profession. A scholarly attitude toward medicine that will continue throughout an entire career is an important objective of the Medical School. The foundations of this attitude to learning should accompany the student upon entering.

Students are expected to maintain at all times a professional attitude toward patients, to respect confidences, and to recognize that they are the recipients of privileged information only to be discussed within the context of scholarship and in circumstances that truly contribute to the educational process or to the care of the patient. This attitude involves consideration not only of speech and personal appearance but also of morality, honor, and integrity.

Doctor of Medicine Degree

The degree of Doctor of Medicine is awarded, upon approval by the faculty of Duke University, to those students who have completed the curriculum of the School of Medicine and have demonstrated their fitness to practice medicine by adherence to a high standard of ethical behavior and morality. Only those who have paid or made satisfactory arrangements to pay all indebtedness to the University will be awarded their degrees. Students are required to pass Part I and Part II of the National Board Examinations prior to graduation. Part I is customarily taken in September following successful the completion of the first year, and Part II after the second year.

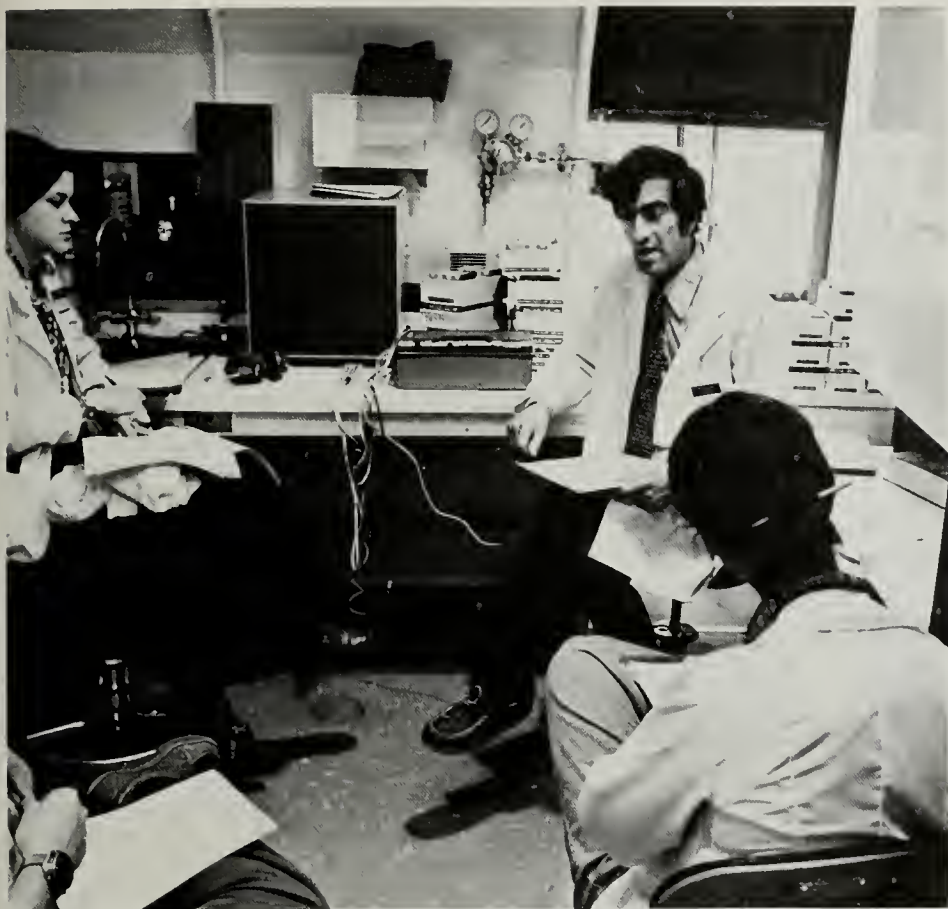
Course Requirements—First Year. The student will study the principles of all the basic science disciplines. Rather than mastering an encyclopedic array of facts, the purpose will be to acquire familiarity with the major principles of each subject. An introduction to clinical medicine will be presented by the clinical services. The year will be divided into two terms of instruction, of eighteen weeks and twenty-three weeks, as follows:

Term 1	Credit
Gross Anatomy	3
Microanatomy	3
Neuroanatomy	2
Biochemistry	5
Physiology	5
Genetics	1
	<hr/> 19
Term 2	Credit
Pathology	5
Microbiology	5
Introduction to Clinical Diagnosis: Laboratory, Physical, and Radiologic Diagnosis	5
Pharmacology	4
Human Behavior	2
Community Health Sciences	2
Immunology	1
	<hr/> 24

Course Requirements—Second Year. The second year will provide an exposure to clinical science disciplines, which permit students early in their careers to become participants in the care of patients. The acquired appreciation of the problems of the clinical areas and the opportunities to recognize the applications of the basic sciences should lead to a more meaningful selection of courses for the subsequent two years. The second year will be divided into five terms of eight weeks each—medicine, obstetrics, pediatrics, psychiatry, and surgery.

Course Requirements—Third and Fourth Years. These two years will be made up of elective courses, selected by the student within requisite limitations. Each student will choose professional advisers from the preclinical and clinical faculties to assist in formulating the program for the third and fourth years. Half of the time must be devoted to basic science and half to clinical science. Recipients of a Ph.D. degree in a basic science subject or completion of one of the special study programs may fulfill the requirements for basic science.

The elective courses of study offered are described under each department. The wide selection affords an opportunity for students to design programs to best satisfy their needs, with guidance from their advisers.



As an alternative after completion of the second year, the student may enroll as a Ph.D. candidate in one of the basic sciences, earning this degree in two or three years. Then, having completed three of the four years necessary for a Doctor of Medicine degree, the student may earn that degree by completing a fourth clinical year.

The third and fourth years will be divided into eight terms of eight weeks each. Certain courses as noted will be offered during two summer terms.

Promotion. The records of each student are reviewed periodically by promotion committees composed of the department chairmen. The Dean of Medical Education acts on the recommendations received from the promotion committees and may:

1. Promote students whose work is satisfactory;
2. Warn students whose work is less than satisfactory that they must improve their scholastic endeavor;
3. Place on probation students whose work is unsatisfactory;
4. Request the resignation of any student who is considered an unpromising candidate for the degree of Doctor of Medicine.

A student wishing to appeal a decision may do so to the Dean of Medical Education within two weeks of notification.

The Dean, with the advice of the Medical School Advisory Committee, reserves the right to require the withdrawal of any student at any time if, in the

opinion of the majority of committee members, the student should not continue in the Medical School.

Combined Degree Programs

Medical Scientist Training Program. The Medical Scientist Training Program is designed for highly qualified students strongly motivated toward a career in medical sciences and academic medicine. It provides an opportunity to integrate graduate education in one of the sciences basic to medicine with the full clinical curriculum of the School of Medicine. The program requires, on the average, six to seven years of study and leads to both the M.D. and Ph.D. degrees. Although the special emphasis of this program is on basic medical science, the trainees, because of their education in clinical medicine, have a remarkable range of career opportunities open to them. Graduates of this program follow one of two broad paths. Some embark directly on careers in teaching and research in one of the basic medical sciences, while maintaining strong ties with clinical science as a result of their combined training. Others enter residency programs before pursuing investigative and teaching careers in clinical medicine, carrying with them strong academic backgrounds which allow them to conduct fundamental research with a foundation of superior training and experience in basic sciences.

Eligibility. Applicants must meet the admission requirements of both the Medical School as a candidate for the M.D. degree, and the Graduate School as a candidate for the Ph.D. degree. Most candidates apply for admission to the first year of the program, but applications are accepted from students who are in residence in the Medical School or Graduate School of Duke University. In addition to the minimum requirements for acceptance to the Medical School and the Graduate School, advanced course work in science and mathematics and prior research experience will count heavily in the selection of candidates.

Financial Support. Students admitted to the first year of the program will receive a traineeship award, consisting of a stipend and full tuition allowance, provided by a National Research Service Award from the National Institutes of Health. Currently the annual stipend, defined by NIH policy, is \$3,900, and financial support from that award can be furnished for up to six years, assuming normal progress.

The Training Program. This program has been designed to offer trainees great latitude in the selection of course material. Basic requirements are two academic years composed of the first basic science year and the second clinical science year of the curriculum for medical students at Duke University. Following completion of the second year, the trainee enters the graduate program to complete the requirements for the Ph.D. degree. One more academic year of elective clinical study is necessary to complete the requirements for the M.D. degree. Both degrees are awarded at the completion of this sequence. Minor variations in this schedule can be arranged if this is advantageous to the student's education.

Year 1—Core Basic Science Year. This year consists of courses in anatomy, biochemistry, genetics, microbiology, pathology, pharmacology, and physiology. An introduction to clinical methods concludes the first year. Students in the Medical Scientists Training Program work together throughout the first year, during which time they are encouraged to select their fields of graduate study. In the summer between the first and second years, trainees normally will be expected to begin the second year clinical rotations.

Year 2—Core Clinical Science Year. This year encompasses a comprehensive approach to medicine oriented to the patient as a whole. The year provides fundamental training in clinical medicine, with emphasis on the relationships between general biological processes, from conception through birth, develop-



ment, and maturation to senescence and death, as well as individual clinical states. Special consideration is devoted to the pattern of developmental sequences and to the changes in that pattern determined by genetic composition and the particular environment in which the patient lives.

During the second year, the trainee is taught primarily by teacher-investigators from the clinical departments. The core clinical year is divided into five terms of eight weeks each, encompassing medicine, obstetrics, pediatrics, psychiatry, and surgery. These may be taken in any sequence.

Years 3, 4, 5, (6)—The Graduate Years. During the third, fourth, and fifth and, if necessary, sixth year of the program, the trainee pursues graduate study to satisfy the requirements for the Ph.D. degree. These requirements include: (1) completion of necessary course work, (2) adequate performance in the preliminary examination, (3) original research suitable for a dissertation, and (4) successful defense of the thesis in the final examination. Detailed description of the other general requirements for the Ph.D. degree are stated in the *Bulletin of the Graduate School*.

The graduate curriculum of each trainee is developed in consultation with the director of graduate studies of the department in which the trainee elects to study and requires the approval of the Medical Scientist Training Program Committee. Since most of the ordering ideas and experimental techniques of all the medical sciences derive from mathematics and the physical sciences, it is essential to ensure that all students in the program have an adequate foundation in these subjects. Because of the close working relationship and geographical proximity of the departments of medical and physical sciences at Duke, the setting is unusually favorable for the achievement of that goal.

Descriptions of the graduate courses in the Departments of Anatomy, Pathology, Microbiology, Biochemistry, Genetics, Physiology, Pharmacology, Biomedical Engineering, and Computer Science are listed in the *Bulletin of the Graduate School*. Trainees are encouraged to select courses which relate to their

developing individual interests rather than follow a prescribed curriculum applied to all students in a given discipline. Such range, flexibility, and freedom are the essence of graduate education. The original research and dissertation of each trainee is supervised by a faculty adviser chosen by the trainee in consultation with the director of graduate studies in appropriate department. The faculty adviser is the chairman of the trainee's supervisory committee, which consists of at least three members from the major department. This committee generally administers the preliminary examination before the student commences original research and the final examination after the student completes the dissertation.

Final Year—An Elective Year in Clinical Science. In this year, which is entered only after completion of all requirements for the Ph.D. degree, a faculty adviser from the clinical discipline in which the student is most interested is assigned. The student and the adviser construct an individualized curriculum, which often places major emphasis on one clinical area and minor emphasis on other fields. One aim is the integration of research interests and clinical experience in such a way that the student's research competence will be facilitated; therefore, this year is planned with regard to the trainee's proposed career in research as well. This elective year provides further training in clinical medicine to complement the second or core clinical year, so that the trainee's total clinical experience is the same as that given in the regular clinical years of medical school (the third and fourth years in the majority of schools). It should be noted that since students in the program receive the M.D. degree upon completion of this final year, great care is taken by the faculty to ensure that students are competent and knowledgeable in current concepts of patient care. It is hoped that the final year will provide the student with an experience which is not repeated during the residency but will serve to complement later phases of training. Thus, future surgeons might be exposed to fields other than surgery, since they will receive intensive training in that discipline during their residency programs.

Application and Admission Procedure. The following guidelines should be observed by individuals applying to the Medical Scientist Training Program.

1. The application form for the Duke University School of Medicine should be completed and submitted as early as possible. Since acceptance into the Medical Scientist Training Program is contingent upon acceptance into the School of Medicine, all candidates are first considered to be applicants to the School of Medicine.
2. The application form for the Medical Scientist Training Program should be completed and submitted with the application to the School of Medicine. *To ensure full consideration by the Program Selection Committee, this application should be mailed no later than 1 November.*
3. To facilitate review of this application, the Medical College Admission Test should be taken, if possible, in May of the year in which the application is submitted.
4. Only those applicants who are accepted for the program are requested to complete an application form for the Graduate School. The Graduate Record Examination is not required for this purpose.
5. Applicants are notified about acceptance into the program on or about 15 February.

Additional information may be obtained by writing Henry Kamin, Ph.D., Associate Director, Medical Scientist Training Program, Department of Biochemistry, Duke University Medical Center, Durham, North Carolina 27710.

The Medical Historian Program. The Medical Historian Program is conducted under the auspices of the School of Medicine and the Graduate School to train professional medical historians. A minimum of six years of graduate study is

required. Upon satisfactory completion of the program, the M.D. and Ph.D. degrees will be awarded. It is anticipated that graduates will undertake a minimum of one year of postgraduate medical training, following which their major effort will be in teaching and scholarly activities (in the field of the history of medicine), with minor clinical responsibilities.

The basic requirements are two academic years in the School of Medicine consisting of core basic sciences in the first year ending with the course *Introduction to Clinical Medicine*, and core clinical sciences during the second year, following which the student enters the Department of History in the Graduate School.

Candidates for the Ph.D. degree in history devote approximately two full years to the completion of their required courses, work in seminars, and in preparatory study for their dissertation and preliminary examinations. The actual length of time needed to earn the Ph.D. degree depends upon the number of years beyond this two-year period candidates find necessary to complete their dissertations. Candidates will pursue studies in the Department of History during the third and fourth academic years of the program. After that, the student writes the dissertation in the history of medicine and then resumes requirements for the M.D. degree.

Application and Admissions Procedures. Applicants must meet the requirements for admission to the School of Medicine and the Graduate School in the Department of History. Candidates who have completed two years of medical school will also be considered. In addition to the minimum requirements established by the School of Medicine and the Graduate School, courses in history and in the history and philosophy of science will count in the selection of candidates.

Applicants should complete and submit an application form to the Duke University School of Medicine. After preliminary screening, selected candidates will be requested to submit an application to the Graduate School for admission to the Department of History.

Additional information may be obtained by writing to the Director, Medical Historian Program, Box 3702, Duke University Medical Center, Durham, North Carolina 27708.

The Medicine and Public Policy Program. This program, which normally requires a maximum of five years to complete, is offered to meet the growing demand for persons who combine medical skills and training with a capacity for analytic public decision-making. It aims at training those persons with requisite talent to be leaders in the development and implementation of health policy at all levels of government. Such leadership might be provided as an elected or career public official, as a leader of medical professional organizations, or as a practicing physician or medical scholar active in public affairs.

Utilizing the faculty and resources of the School of Medicine and the Institute of Policy Sciences and Public Affairs, the program offers students a multidisciplinary education that aims at providing:

1. A complete course of study in basic medical sciences and clinical training in the practice of medicine identical in scope and rigor with the education received by students enrolled in the Doctor of Medicine program alone;
2. Familiarity with the organization and financing of health services, with particular focus on the economics and politics of health care;
3. An understanding of the political, bureaucratic, and social processes that define public problems and limit alternative approaches to their solutions;
4. A capacity for quantitative and logical methods of analysis useful in forecasting and appraising policy consequences and in evaluating existing policies;

5. An understanding of the uses and limitations of various analytic techniques and an awareness of the value considerations and ethical choices implicit in particular policy alternatives.

During the first two years at Duke, students enroll in the normal course of study in the School of Medicine. In the third year, course work shifts primarily to the Institute. In the fourth year, students do most of their work in the School of Medicine and complete a client-oriented study of a particular problem in health policy. During the fifth year, students complete their requirements in the School of Medicine, at the completion of which they receive both the M.D. and A.M. in public policy sciences degrees.

Admissions. Students may apply for admission to the program in medicine and policy sciences concurrent with application to the School of Medicine or during their first or second years.

Applications. Requests for applications and specific questions about the program should be addressed to the Director of Graduate Studies, Institute of Policy Sciences and Public Affairs, P.O. Box 4875, Duke Station, Durham, North Carolina 27706.

The M.D.-J.D. Program. The School of Medicine and the School of Law of Duke University jointly sponsor a program of combined medical and legal education. The program provides an opportunity to acquire a full basic study of the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and the J.D. degrees.

Objectives. The Duke M.D.-J.D. Program seeks to develop a professional who is well grounded both in law and medicine and who can function in areas of overlap between the two disciplines. Although the traditional meeting ground between law and medicine has been in the courtroom in connection with personal injury and malpractice litigation, entirely new areas of medical-legal interaction have developed in recent years. The program emphasizes legislative and regulatory developments concerning the practice of medicine, the role of law in structuring health care delivery systems and in defining the rights and responsibilities of the participants therein.

Specific matters which M.D.-J.D. graduates might address include rehabilitative problems in criminal law, the right to treatment of persons involuntarily hospitalized for mental disorders, developments in the regulation of the medical and allied health professions, governmental financing of health care, cost-



containment measures, reform of the malpractice system, regulation of the drug industry, changing attitudes on abortion, human experimentation, artificial organs and transplants, and genetic manipulation. These and other areas are undergoing rapid development in which new legal insights must be provided.

Career Opportunities. It is considered likely that most program graduates will take a medical internship before electing a career role as either a physician or a lawyer, using the alternate professional training as a useful adjunct in the specialty selected.

The program reflects the belief that promising career opportunities will be available to graduates, especially in governmental agencies and in universities. Students interested in this program should be cautioned that in the past the possession of the two degrees has not been an automatic key to professional success, and that as a result many knowledgeable persons may regard the M.D.-J.D. graduate with skepticism. Nevertheless, the need for this dual professional has only recently made itself clearly felt, and the kind of integrated study program being offered, with the emphases noted above, has not been available. The merits of the program and the prospects of its graduates must be judged in light of these developments.

Course of Study. The student in the M.D.-J.D. Program begins a six-year course of study in the School of Medicine. As in the regular M.D. Program, the first year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student enters the School of Law, where the first-year curriculum is the same as that of other law students. During the next two years the student may select courses in the Law School which are of special application to medical-legal interests. The sixth and final year is spent in elective clinical work in the Medical School tailored to the student's specialized needs. In addition, the student completes eighteen semester hours, or two summer sessions of elective basic science work.

Throughout the six-year program the student will have available the counsel of faculty members of the two schools to help in the selection of courses and in the definition of career objectives.

Eligibility. Applicants for the M.D.-J.D. Program must qualify for admission to both the School of Medicine and the School of Law. The usual approach is to apply for both schools simultaneously, thus reserving a place in the program prior to arrival. Applications are also accepted from members of the first and second year medical school class. In all cases, endorsement by the M.D.-J.D. Committee is required. Because of the special intellectual demands involved in mastering two professions, high standards will be applied in admitting students to the program. It is anticipated that enrollment will be limited, probably no more than three students will be accepted in any one year. Due to the closely integrated nature of the program, transfer students are not considered.

Financial Support. The regular loan and scholarship resources of the respective professional schools are available to students while they are enrolled. The program is of such a nature that students might find it possible to obtain support from special sources for their education in this field. The University will assist in seeking out these funds and will support students in their applications. At the present time, no special financial aid is available to the students enrolled in the M.D.-J.D. Program.

Application Procedure. Application forms for the School of Law may be obtained by writing to the Dean, Duke University School of Law, Durham, North Carolina 27706. Applications for the School of Medicine may be obtained by writing to the Committee on Admissions, Box 3710, Duke University Medical Center, Durham, North Carolina 27710. At the time of submitting applications to the respective schools, simultaneous application must also be made to the M.D.-J.D. Program by

writing Robert J. Sullivan, Jr., M.D., Director, M.D.-J.D. Program, Box 2914, Duke University Medical Center, Durham, North Carolina 27710. A one-page summary of reasons for seeking the combined degree must accompany this letter.

Following receipt of an applicant's letter and summary, the M.D.-J.D. Program Committee will review the applicant's files at the Medical and Law Schools. Motivation, demonstrated interest, and likely achievement in the fields relevant to the program's concerns will be considered by the committee. M.D.-J.D. Program endorsement will be included with a candidate's credentials for consideration by the Admission Committees at the respective schools. Admission to both schools with committee endorsement will automatically qualify a student for participation in the program.

Applicants will be considered by each school independently, and their expression of interest in the combined degree will not hinder their chance for admission to either institution. Individuals admitted to only one of the professional schools may still achieve excellent career preparation through the elective curriculum in the School of Medicine or the School of Law.

Deadlines. For those seeking simultaneous admission to both schools: May—at the end of the junior year take the Medical College Admissions Test (MCAT). June—at the end of the junior year take the the Law School Aptitude Test (LSAT). July—between the junior and senior years, write to the Law and Medical Schools for application forms. August—complete the Medical School application and check the box indicating "M.D.-J.D. Program." The application must be submitted prior to the 1 November deadline. Simultaneously, send a letter to the M.D.-J.D. Program Committee, Box 2914, Duke University Medical Center, Durham, North Carolina 27710, along with a one page summary of reasons for interest in a joint degree. September—complete the application form for the School of Law being sure to indicate interest in the "M.D.-J.D. Program" in the area designated *joint degree program*.

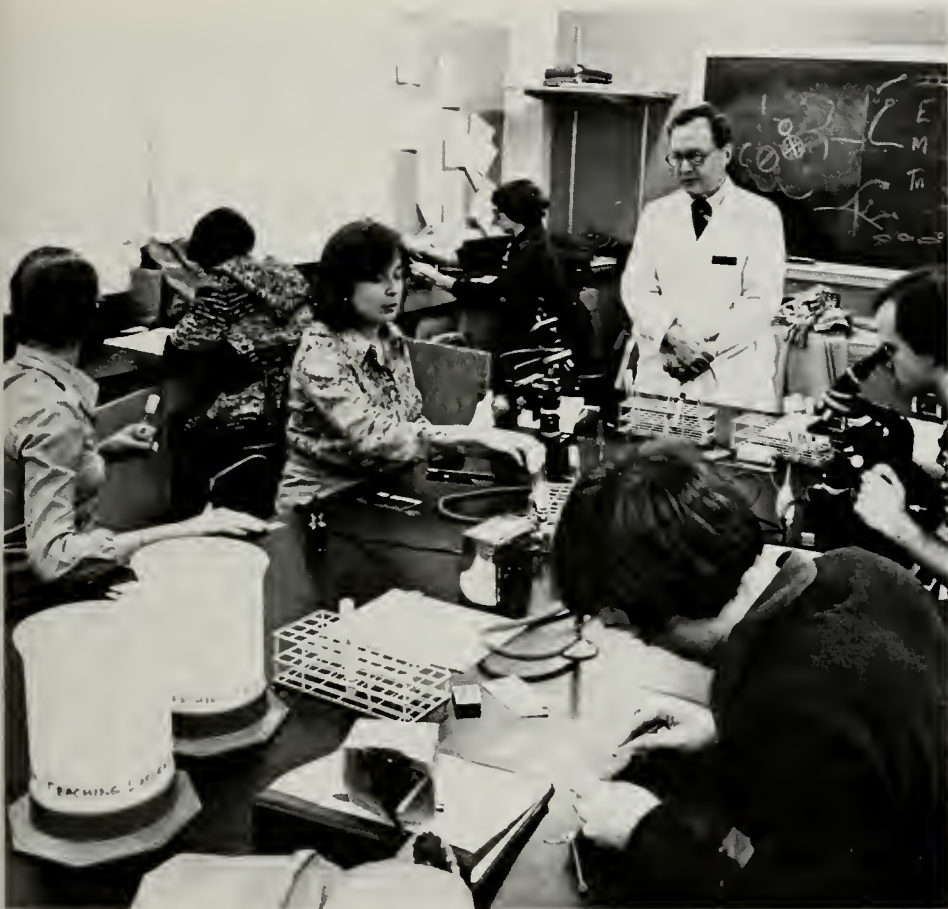
Because of the complexity of the admission procedure outlined above, candidates seeking simultaneous admission are urged to give early attention to appropriate deadlines for the aptitude tests and application forms.

M.D.-M.H.A. Program. The purpose of this program is to prepare individuals planning to become physicians to be also qualified to assume leadership roles in the development and management of both existing and emerging health care delivery organizations. A principal advantage to this program is that the time required for completion is five years, instead of the six to seven years which would otherwise be required.

Students undertaking this program enter after the completion of their second year of medical studies. They then take the first three semesters of the basic M.H.A. curriculum. Following this work, they return full-time to the School of Medicine to complete their third and fourth years of medical studies. In the year students return to the School of Medicine, they devote five hours each semester (fall and spring) to a set of four courses (Health Administration 322, 335, 346, and 348) in the Department of Health Administration. The Medical School will accept these four courses as fulfilling ten hours of the medical curriculum (as basic science electives). One or more courses in the School of Medicine also may be taken during the three semesters in the department, upon approval of the department. Upon satisfactory completion of all requirements, both degrees are awarded to the candidate.

This program includes 45 semester hours of graduate course credit in addition to the School of Medicine requirements.

Admissions Requirements. With approval from the School of Medicine, a medical student may apply to the Department of Health Administration for admission to



this program at any time prior to the beginning of the third year of medical studies. Criteria of acceptance by the department are the same as for its other programs.

The M.D.-M.P.H. Program. Students enrolled in the School of Medicine, after satisfactory completion of the first two years of the regular curriculum, may request approval to seek a Master of Public Health degree at the University of North Carolina, Chapel Hill, or at another approved institution. The program is designed to train physicians in epidemiology, biostatistics, environmental sciences, and in planning, administering, and evaluating health care delivery systems. Upon receipt of the M.P.H. degree, students are awarded one half year (18 units) of elective credit toward the M.D. degree. This credit award, to be made by the Associate Dean for Graduate Medical Education, may be prorated between clinical and basic elective units depending upon the course of study pursued by the student.

For additional information, interested students should contact the Chairman, Department of Community and Family Medicine, Duke University School of Medicine, Durham, North Carolina 27710.

Commencement. Graduation exercises are held once a year, in May, when degrees are conferred on, and diplomas are issued to, those who have completed requirements by the end of the spring semester. Those who complete degree requirements at the end of the fall semester or by the end of a summer term receive diplomas dated 30 December or 1 September, respectively. There is a delay of about one month in the mailing of September and December diplomas because

diplomas cannot be issued until they are approved by the Academic Council and the Board of Trustees.

Postgraduate Education

Residencies. Appointments are from 1 July through 30 June with few exceptions. Residents receive stipends, professional liability insurance, disability insurance, life insurance, uniforms, and laundry of uniforms.

Residencies offered with the chairman or chief of each service are as follows:

Anesthesiology.....	(Chm.) Merel H. Harmel, M.D.
Family Medicine.....	(Program Director) William Kane, M.D.
Internal Medicine.....	(Chm.) James B. Wyngaarden, M.D.
Dermatology.....	Gerald S. Lazarus, M.D.
Neurology.....	Allen Roses, M.D.
Obstetrics and Gynecology.....	(Chm.) Roy T. Parker, M.D.
Ophthalmology.....	(Chm.) Joseph A. C. Wadsworth, M.D.
Pathology.....	(Chm.) Robert Jennings, M.D.
Pediatrics.....	(Chm.) Samuel L. Katz, M.D.
Pediatric Allergy.....	Susan C. Dees, M.D.
Pediatric Cardiology.....	Madison S. Spach, M.D.
Psychiatry.....	(Chm.) H. Keith H. Brodie, M.D.
Radiology.....	
Diagnostic Radiology.....	Charles Putman, M.D.
Nuclear Medicine.....	Jack K. Goodrich, M.D.
Therapeutic Radiology.....	Lowell Miller, M.D.
Surgery.....	(Chm.) David C. Sabiston, Jr., M.D.
General Surgery.....	William G. Shingleton, M.D.
Neurosurgery.....	Robert Wilkens, M.D.
Oral Surgery.....	Nicholas G. Georgiade, D.D.S., M.D.
Orthopaedic Surgery.....	J. Leonard Goldner, M.D.
Otolaryngology.....	William R. Hudson, M.D.
Plastic Surgery.....	(Chm.) Nicholas G. Georgiade, D.D.S., M.D.
Urology.....	James Glenn, M.D.

Duke University Medical Center is a participating member of the National Intern and Resident Matching Program, 2530 North Ridge Avenue, Evanston, Illinois, and all first-year applicants must register with this program. The hospital is a member of the American Hospital Association, and it is approved by the American Medical Association for internship and residency training and the Joint Commission of Accreditation of Hospitals.

Both men and women graduates of any Class A medical school are eligible for appointments. First year appointments are rarely available to graduates of medical schools outside the United States and Canada, but a limited number of residencies and research fellowships are available following certification by National Board of Medical Examiners (Part I and II) or VQE. All foreign medical graduate trainees will be limited to a stay of two years by federal law. All applicants will be considered without regard to race, color, religion, sex, or national origin.

The Durham Veterans Administration Hospital adjoins the Duke University Campus and is operated under the supervision of the Vice President's Committee of the Duke University Medical Center. The full-time professional staff of the V.A. Hospital are all faculty members of the School of Medicine. All training programs are integrated with corresponding programs at the Duke University Medical Center, including rotation of house officers at each hospital.

All residents and clinical fellows are required to be licensed by the State of North Carolina. This may be accomplished by (1) a residency training license (fee \$10) that covers only training by Duke and is not convertible to a full North Carolina license or (2) a full North Carolina license (fee \$100) that is a complete medical license obtained either by State Boards or National Boards and is fully reciprocal with other states for full licenses. Duke Medical Center cannot make

applications for house staff. Since house staff members should have the license before beginning duties, arrangements for the license should be made in advance. For additional licensure information, contact Bryant Paris, North Carolina State Board of Medical Examiners, 222 North Person Street, Raleigh, North Carolina 27601.

Application forms and information for residencies or fellowships may be obtained by writing the chairman of the appropriate department, Duke University Medical Center, Durham, North Carolina 27710.

Continuing Medical Education. Numerous formal postgraduate courses are given throughout the entire year for physicians in general practice as well as in all specialties. Conferences and tutorial seminars are also available to any physician who desires to attend and participate. Physicians in practice may make arrangements for a period of one day or more for courses tailored to their particular interests. These personal contacts with senior faculty and residents, including patient examinations as well as follow-up care, provide in-house training experience.

The annual one-week course held in Atlantic Beach in mid-July continues to be one of the most well-attended programs in the region.

For additional information, please contact M. Henderson Rourk, Jr., M.D., Director, Continuing Education, Duke University School of Medicine, Durham, North Carolina 27710.

Student Life



The University

Duke University, located in Durham, North Carolina, has an enrollment of 9,936 students from all fifty states and from many foreign countries. Currently, Trinity College of Arts and Sciences, the Graduate School, and the Schools of Business Administration, Divinity, Engineering, Forestry, Law, Medicine, and Nursing comprise the University.

Durham, with a population of approximately 100,000, is in the Piedmont region of North Carolina, which has easy access to the sea coast and mountains. It is one of the three cities bounding the Research Triangle Park where numerous private research laboratories and governmental agencies are located. Duke University is twenty-five miles from North Carolina State University in Raleigh and eight miles from the University of North Carolina at Chapel Hill.

Conduct of Students

Duke University expects and will require of all its students cooperation in developing and maintaining high standards of scholarship and conduct.

All students are subject to the rules and regulations of the University which are currently in effect, or which, from time to time, are put into effect by the appropriate authorities of the University.

Any student, in accepting admission, indicates the willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations, or for conduct adjudged unsatisfactory or detrimental to the University.

Living Accommodations

Residence Hall Accommodations. Trent Drive Hall, located near the Duke Medical Center, houses graduate and professional school women students and undergraduate students. All assignments are made on a first-apply, first-assigned basis.

The limited number of single rooms, located in the undergraduate section, are usually reserved by previous occupants for the following academic year. Other rooms are equipped with the following for each student: a bed with innerspring mattress, chest with mirror, desk with chair, and book shelves.

Town House Apartments. Duke University operates Town House Apartments primarily for graduate and professional school students. Families and other groups are housed in individual apartments if the interests of the University are served. The setting of these apartments provides single graduate students with a comfortable, home-like atmosphere. Some of the thirty-two air-conditioned apartments are equipped for two students, and the remaining units are equipped for three students.

Central Campus Apartments. Duke University operates a 500-unit housing facility known as Central Campus Apartments. Completed in mid-1975, the complex provides basic housing for married graduate and professional school students, single undergraduate and graduate students, and single and married students in allied health programs. Assignments are made on a first-apply, first-assigned basis.

For single students, one-bedroom and two-bedroom apartments are fully furnished. The apartments for married students include a few furnished efficiencies and a number of one-, two-, and three-bedroom units in which the kitchen, living room, and first bedroom are basically furnished. These apartments are furnished and equipped in such a way as to provide economy and convenience to eligible married students while allowing for individuality.

Off-Campus Housing. The Department of Housing Management maintains lists of rental apartments, rooms, and houses provided by Durham property owners or real estate agents who will agree not to discriminate in the rental property because of the race, sex, creed, or nationality of a prospective tenant. These lists are available in the department only. Off-campus rental properties are not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty, or staff.

Application Procedures. When students are informed of their acceptance to the Medical School, they will also receive a form on which to indicate preference for University housing. This form should be returned to the Medical School where it will be forwarded to the Department of Housing Management. Detailed information on the types of accommodations and application forms will be forwarded to the accepted student. However, if additional information is desired prior to a student's acceptance, please write to the Manager of Apartments and Property, Department of Housing Management, Duke University, Durham, North Carolina 27706.

Dining Facilities. The Medical Center cafeteria serves students and employees. Other dining facilities located near the Medical Center are in the Union Building, which has two cafeterias, a snack bar, and the Oak Room, and in Trent Drive Hall which has a cafeteria and Gradel's, a deli/grill service. Gradel's is open from 9:30 A.M. to midnight. See the section on Dining Facilities in the chapter on Financial Information for approximate food costs.

Services Available

Student Personal Advisory Program. One important objective of Duke University School of Medicine is to promote an informal, cordial student-faculty relationship. All entering students are matched on a voluntary basis to advisers who share mutual interests. These faculty advisers will be available to the students throughout their undergraduate medical education. Advisers are assigned from a group of faculty members who have volunteered to serve in this capacity.

Student Health Service. In recognition of the unique health needs of medical students whose activities bring them into far greater contact with communicable

disease than the average university student, a special health program for medical students has been established. Each freshman will submit, prior to entry, the standard Duke History and Physical Examination form to be completed by a physician. This will include urinalysis and hemoglobin. During orientation week freshmen students will be given an appointment to report to the Student Health Services for baseline immunizations to include diphtheria-tetanus booster, polio booster, and IPPD tuberculin test. The IPPD will be repeated in the junior year. In the senior year each medical student will receive a complete physical examination including urinalysis, hemoglobin, and IPPD. Chest x-rays will be done only on those who have positive tuberculin reactions. A special fee will be required of each medical student to cover the extra cost over the four-year period.

Students receive ambulant care at the Student Health Clinic during regular office hours.

The main components of the Health Service include the Student Health Clinic in the Marshall I. Pickens Rehabilitation Center, located at the corner of Trent Street and Erwin Road, and the infirmary on the East Campus. For treatment of most illnesses or injuries, students should first contact the Student Health Clinic. Transportation may be made via the campus bus, or emergency transportation can be obtained from the Duke Campus Police or the Durham Ambulance Service.

The facilities of the Student Health Service Clinic are available during both regular and summer sessions to all currently enrolled full-time students attending classes at Duke. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until Graduation Day in the spring.

The resources of the Duke University Medical Center are available to all the Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

For emergency problems when the Student Health Clinic is not open, the emergency room at Duke University Medical Center is available.

The financial responsibility for expenses incurred in the emergency room rests with students or their parents, although it is anticipated that most, if not all, of these services will be covered under the Duke Student Accident and Sickness Insurance Policy. The Duke Student Accident and Sickness Insurance Policy will cover only true emergencies necessitating treatment at the Hospital Emergency Room. The Emergency Room Business Office will assist in filing claims under this and other health insurance policies.

The Student Health Program does not provide health care for spouses and dependent children of married students. There are provisions in the insurance plan, however, for coverage of the married student's family. Preexisting conditions of dependent spouse and/or children are not covered.

Counseling and Psychological Services Counseling and Psychological Services (CAPS) is available to all undergraduate, graduate, and professional students enrolled at Duke University. CAPS provides a coordinated and comprehensive range of services including evaluation and counseling regarding personal problems relating to family, social, academic, vocational, and sexual matters; psychological testing encompassing educational, vocational, and personality assessment; and psychotherapy for more serious psychological problems.

The professional staff is composed of clinical social workers, psychiatrists, and educational and counseling psychologists who are experienced in working with young adults. When a student and a staff member have evaluated the student's concern, then individual sessions, joint sessions with couples, and/or group counseling and psychotherapy may be recommended to help the student

resolve the concern. CAPS maintains a policy of *strict confidentiality* about each student's contact with the CAPS staff. Such information can be released, however, upon the student's specific written authorization.

There are no charges for initial evaluation and brief counseling/psychotherapy; however, where extended psychotherapy interviews are indicated, a fee commensurate with the student's financial resources will be arranged on an individual basis. If appropriate, a referral may be made to other staff members or to a variety of local resources including multidisciplinary mental health professionals in private practice and clinic settings.

Appointments may be made by telephone or at the CAPS office located in Suite 214, Old Chemistry Building, on the West Campus next to the medical school. Office hours are Monday through Friday between 8 A.M. and 5 P.M. If a student's concern needs immediate attention, it should be indicated by the student and every effort will be made to arrange a session with a counselor immediately.

Additionally, standardized testing is administered for the University community by CAPS. These include the Graduate Record Examination (GRE), Medical College Admission Test (MCAT), Law School Admission Test (LSAT), and Graduate Management Admission Test (GMAT). CAPS also maintains a library of a wide selection of vocational and educational program resource materials to assist students in choosing a career and/or further training programs in graduate or professional study.

Another important function of CAPS is the availability of the staff to the entire University community for consultation and participation in educational activities regarding student development and general mental health issues. The staff works with other campus personnel including administrators, faculty, the Student Health Service, religious life staff, residential advisers, Office of Placement Services staff, freshman advisory counselors, PISCES, Project Wild, and other student groups in meeting whatever student needs are identified through such liaisons.

Student Mental Health Service records are maintained separately and are not a part of any other record system, academic or medical. Contact with the service is strictly confidential.

The Duke Student Accident and Sickness Policy. The Duke Student Accident and Sickness Insurance Policy is available at a reasonable charge. The supplemental coverage provides coverage for hospitalization and major medical expenses. The policy is more fully described in a brochure sent through the bursar's office.

Vacations and Free Quarters. All students should take note that the Student Health Service does not provide care during quarters for which fees and tuition are not being paid.

The supplemental health insurance plan is designed to complement services normally available through the University Student Health Service in order that students may be protected at times when the service does not apply and for accidents and illnesses which it does not cover. This plan provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off the campus, at home, while traveling between home and school, and during interim vacation periods.

Information concerning the availability of additional health care may be obtained from the Student Health Service. These rules and regulations are those in effect at the time of publication of this bulletin, but are subject to change at a later date.

Student and Professional Organizations

Alpha Omega Alpha. Alpha Omega Alpha Honorary Medical Fraternity was organized nationally in 1902 and the Duke Chapter (North Carolina Alpha) was

chartered in 1931. The aims of this society are the promotion of scholarship and research in medical schools, the encouragement of high standards of character and conduct among students and graduates, and the recognition of high attainment in medical science, practice, and related fields. Students who have demonstrated leadership and academic promise of future achievement are elected. Membership is limited to no more than one sixth of any class and of these as many as one half may be elected in the junior year. Honorary membership in the fraternity, as well as honorary alumni and faculty membership, may also be conferred upon certain physicians who have distinguished themselves in the various areas of medical teaching, research, and practice.

Davison Society. All medical students are dues-paying members of the Davison Society which is governed by elected officers and class representatives comprising the Davison Council. The Davison Council functions as the official representative body for Duke medical students and as such nominates or elects students to serve on all appropriate Medical Center and University committees including: MedSAC, MEPAC, Admissions, Curriculum, Judiciary, Dean's Hour, Faculty-Chairman Search, Library, Human Experimentation, and several other committees.

Currently subcommittees of the council are looking at the issues of curriculum evaluation; primary care at the Medical Center and in medical education at Duke; and communication to all students of the opportunities available for study away from the University such as externships and residencies.

Student representatives are appointed by the Davison Council to attend the annual meetings of the American Medical Student Association, North Carolina Medical Society, American Medical Association, Association of American Medical Colleges, the Southern Medical Association, and other meetings of importance to medical students. Students have been sponsored to attend the Congress on Medical Education, the AMA Congress on Medical Ethics, American Women's



Medical Association, and the Student National Medical Association annual meetings.

Publications of the Davison Society include a weekly newsletter, *Shifting Dullness*, and a student directory. Socially, the society sponsors beer and pizza dinners with faculty and administrators, class parties, a picnic, a fall "Prom," the annual spring Medical School Show, and a round-robin tennis tournament with the faculty.

Other medical student groups recognized by, and in part funded by, the Davison Society include the Forum for Primary Care, the Student National Medical Association, the Sex Education Committee (which runs an elective course for nursing and medical students, an evening course for undergraduates, and gives courses in the local junior high schools), and the Edgemont Community Clinic (a free clinic run by medical, nursing, pharmacy, and other students from Duke and the University of North Carolina, Chapel Hill).

The Honor Code is also authorized and administered by the Davison Society.

The Engel Society. The Engel Society, established in 1966 as a memorial to Professor Frank L. Engel, is designed to promote intellectual and social interaction between students and faculty. Membership is limited to six junior students and six senior students who have demonstrated an inquisitive nature, humanitarian interests, and high scholastic ability. Four faculty members are selected annually by members of the society for three year terms. Six dinner meetings with guest speakers are held each year. Other students may be invited to participate.

Ganglion Society. The Ganglion Society (the Duke neuroscience society) seeks to promote interest in the neurosciences and to facilitate communication among individuals studying and working in this multidisciplinary field. To accomplish this, the society publishes *The Neurotransmitter*, a weekly bulletin of local events in the basic and clinical neurosciences. It also sponsors informal evening discussion sessions featuring visiting scientists and clinicians prominent in one or more areas of the neurosciences. Membership and participation in these activities is open to anyone with an interest in the neurosciences.

Duke University Medical Alumni Association. The Duke Medical Alumni Association currently consists of over 5,000 members including all graduates of the Medical School, past and present faculty, and all past and present house officers of Duke Hospital including those who are not Duke Medical School graduates. Associate membership is available to alumni of other Medical Center programs. A quarterly newsletter is sent to all members each year. Around clusters of five-year classes, November reunions are held annually in Durham. Alumni groups have been organized in several states where luncheon and dinner meetings are held following the meetings of the American Medical Association, the American College of Physicians, the Southern Medical Association, the North Carolina Medical Society, the Medical Society of Virginia, the American Academy of Pediatrics, and several other departmental specialty society meetings.

Officers. President: Ralph P. Baker, M.D., 1943, Newberry, South Carolina; Secretary-Treasurer: Jay M. Arena, M.D., 1932, Durham, North Carolina.

Awards and Prizes

Davison Scholarship. The Davison Scholarship award, consisting of \$1,000, was formerly donated by the late Dean Wilburt C. Davison. The award is now supported by the Davison Club in the memory of Dean Davison and is awarded to enable a medical student to participate in a clinical science elective outside the United States preferably in an area of primary care. Any student may apply for the award. For consideration for the scholarship, the elective must be approved by the Study Away Committee.

Thomas Jefferson Award. This award, consisting of \$100, a certificate, and a book recognizes students who make outstanding contributions to the University or to fields which have not been traditionally confined to science and medicine.

Lange Medical Publications Awards. Two seniors selected by the Awards Committee for excellence in academic and service work are awarded four books published by the Lange Medical Publications. The books are selected by individual recipients.

The Joseph Eldridge Markee Memorial Award in Anatomy. This award, donated by the friends and family of the late Dr. J. E. Markee, James B. Duke Professor of Anatomy and chairman of the Anatomy Department from 1943 to 1966, consists of a certificate, medallion, and cash award of \$200. It is presented by the Department of Anatomy to the most outstanding student in anatomy during the first year in the Medical School.

C. V. Mosby Book Award. Four students are selected by the Awards Committee for active participation in service to the students, community, and medical school. The award is a Mosby book not to exceed \$30.

Trent Prize. An annual award of \$100 is given to a Duke medical student for the best essay on any topic in the history of medicine and allied sciences. Mary Trent Semans established this award in memory of the late Josiah C. Trent to encourage students to undertake independent work in the history of medicine and to utilize the resources of the Trent Collection.

Upjohn Award. The award consists of \$200 cash and a certificate and is presented to a Duke graduating senior for excellence in community health science projects and service to the community.

Sandoz Award. This award is given to the student who has done distinguished work in basic science research or clinical research. Students will be nominated for this award by departmental chairmen with whom their work has been done and voted upon by the Awards Committee. It consists of a plaque and a check for \$100 and is limited to one student.

Other Awards. Throughout the year, Duke Medical School receives notification of awards consisting of books, money, and/or plaques or medals to be awarded to students in a variety of fields at all medical schools on a national competitive basis selected by committees of the sponsoring organizations. These awards are screened by the assistant dean for Student Affairs who announces awards which are of interest to the Duke medical students. Since these are national competitions, they vary from year to year.

Admission



Admission Procedures

Good study habits, intelligence, character, and integrity are essential qualifications for admission. Beyond this, premedical students should strive for an education that develops abilities to observe critically, think analytically, and work independently. Though a knowledge of basic scientific principles should be secured, the competence with which premedical students conduct their undergraduate careers is of more importance than the specific subjects which they study.

Application for Admission. Application forms for the Duke University School of Medicine may be obtained by writing the Committee on Admissions, Box 3710, Duke University Medical Center, Durham, North Carolina 27710. Prior to 1 August, all requests for application materials will be assigned to a mailing list. The materials will be forwarded during the first week in August. The deadline for receipt of application requests is 15 October, and the deadline for receipt of applications is 1 November.

Requirements. Admission to the School of Medicine requires a minimum of ninety hours of approved college credit including one year of college English (consisting primarily of expository English composition), one year of inorganic chemistry, one year of organic chemistry, one year of physics, one year of biology and/or zoology, and one year of calculus. All science requirements must be completed not more than seven years prior to entrance.

The New Medical College Admission Test, administered by the American College Testing Programs and Services, P.O. Box 414, Iowa City, Iowa 52240, is required of all applicants. This test is given in April and October of each year at numerous colleges throughout the United States. Students should consult their premedical advisers and arrange to take this test in April of the year they plan to submit applications for admission.

Selection

The earliest date of notification of acceptance is 15 November for students entering the following August. Data on each candidate are carefully evaluated by the Committee on Admissions. If the distance is not too great, a personal interview will be conducted at Duke for those students with satisfactory credentials. Other candidates will be referred for personal interviews with regional representatives of the Admissions Committee. Those candidates who demonstrate the most promise for exceptional performance in their future practice of medicine are admitted on



the basis of merit and are notified as soon as possible whether or not they have been accepted. In order to ensure enrollment, accepted candidates must return a signed agreement and a \$50 deposit within three weeks after notification. Since admission is offered a considerable period in advance of matriculation, it is provisional upon the successful completion of remaining required premedical college courses.

Transfer

Applicants who have completed the basic sciences in other medical schools will be considered for transfer only as space permits. Such transfer students are required to complete the second and fourth years of the Duke curriculum.

Performance of Part I of the National Board Examination is a requirement for transfer applicants. Duke does not sponsor applicants to take the National Board Examination, although the scores must be received as part of the evaluation procedure.

Effective with the academic year 1978-79, the policy governing tuition for transfer students is that they will pay the same tuition in their initial year and all subsequent years as the class with which they enter.

Transfer application materials must be requested between 15 November and 1 February of the year of anticipated transfer. The deadline for the receipt of

completed applications is 1 March of the same year. Personal interviews will be arranged for those with satisfactory credentials. Transfers into the freshman or senior year are not permitted.

Advanced Placement

Advanced placement is offered to qualified freshman students on an optional basis for the following first semester courses: anatomy, biochemistry, genetics, and physiology. Students desiring consideration for advanced placement are required to take examinations in applicable subjects during the first week of medical school. Those who are granted and accept advanced placement for a specific course are not required to enroll in that course but will be responsible for arranging mutually satisfactory substitutions with the appropriate department chairman.

Students who have been awarded Ph.D. degrees in biomedical or preclinical sciences may apply for a three-year program to obtain their M.D. degrees. This program consists of the regular core basic science courses required of all freshman medical students, core clinical rotations during the second year, followed by senior clinical electives.

Reapplication

Students who wish to apply for a second time should write to the Medical School Admissions Office requesting new application forms. Supporting documents will be transferred to the new application file. These documents will be kept on file for three years.

Enrolled students who have been dismissed from Duke Medical School may be considered for readmission only through reapplication to the Medical School Admissions Committee.

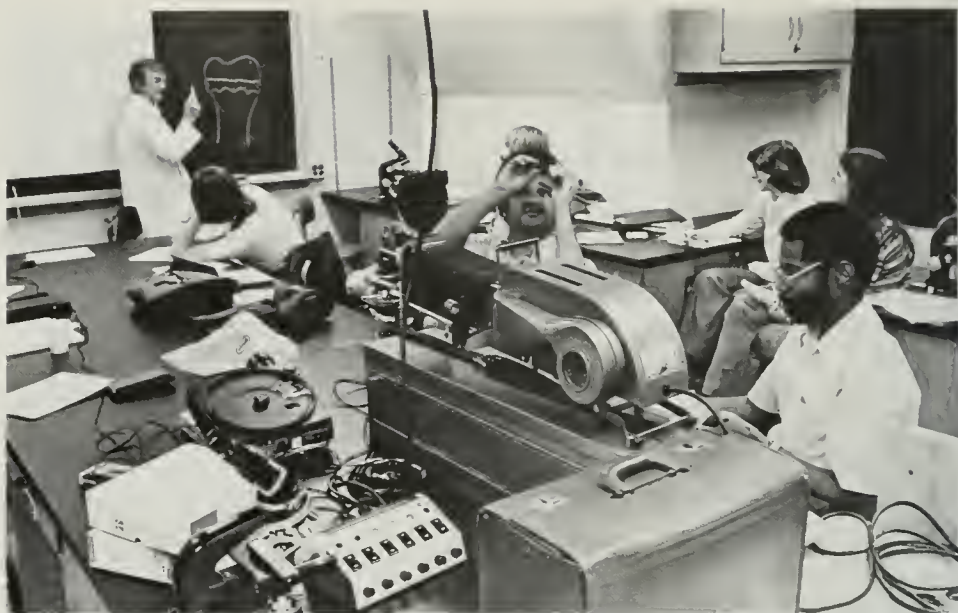
Summary

Three years of college work, thirty dollars (\$30) nonrefundable application fee, fifty dollar (\$50) deposit within three weeks of notification of acceptance, and the New Medical College Admission Test are required. The number of students in the 1978–1979 freshman class is 114.

Applications for admission must be received between 1 August and 1 November, 1978. Students will be notified beginning 15 November, 1978. Orientation begins 17 August, 1979.

Roster of Regional Representatives of Admissions Committee

Alabama:	<i>Birmingham, Ben V. Branscomb</i>
Alaska:	<i>Anchor Point, Milo H. Fritz; Sitka, J. Paul Lunas</i>
Arizona:	<i>Phoenix, Robert H. Barnes; Scottsdale, Boyd H. Metcalf</i>
Arkansas:	<i>Little Rock, Rosalind Smith Abernathy, E. Clinton Texter, Jr.</i>
California:	<i>Anaheim, George Hayter; Bakersfield, Victor S. Constantine; Berkeley, H. I. Harvey; Beverly Hills, Ben Kohn; Burlingame, J. M. Javer; Gardena, James S. Mayson; Long Beach, A. Brian Davis; Los Angeles, Earl W. Brian, Kenneth P. Ramming, James L. Scott, Douglas F. Smiley; Menlo Park, Gustave Freeman; Oakland, David S. Forth; Oceanside, Barry B. Campbell; Palo Alto, James B. Golden; Redlands, Perry Dyke; Sacramento, William R. Nesbitt; San Bernardino, Irving E. Allen; San Diego, Donald J. Williams; San Francisco, Gert Brieger, Phillip G. Hoffman, Bruce Horten, Andrew Nadell, R. Gray Patton; San Mateo, Lester H. Margolis</i>
Canada:	<i>Montreal, J. E. Gibbons; Toronto, John B. Armstrong</i>
Colorado:	<i>Denver, Ray Pryor, Fred W. Schoonmaker</i>



Connecticut:

Hartford, William H. Glass; *New Haven*, Saul A. Frankel, Henry G. Magendantz, Ned M. Shutkin

District of Columbia:

Washington, Linda E. Green

England:

APO N.Y., N.Y., John P. Tindall

Florida:

Boca Raton, Eugene L. Horger; *Lakeland*, John Verner, Jr.; *Miami*, Stanley J. Cannon, James J. Hutson; *St. Petersburg*, David S. Hubbell; *Tampa*, Richard G. Connor, David H. Reynolds

Georgia:

Albany, Havner H. Parish, Jr.; *Atlanta*, Crawford F. Barnett, Jr., James C. Crutcher; *Decatur*, William W. Blackburn

Germany:

Berlin, Otto H. Gauer

Hawaii:

Honolulu, Richard K. Blaisdell, James G. Harrison, Jr.; *Kailua*, Stanley Karansky

Idaho:

Boise, William L. Venning, *Idaho Falls*, Reid H. Anderson

Illinois:	<i>Chicago</i> , James S. Arnold, George H. Gardner, Daniel J. Pachman, Joe L. Simpson; <i>Des Plaines</i> , Earl N. Solon; <i>Evanston</i> , Donald R. Mundie, Milton Weinberg, Jr.; <i>Geneva</i> , Charles A. Hanson; <i>Monmouth</i> , Kenneth E. Ambrose
Indiana:	<i>Angola</i> , Norman W. Rausch; <i>Beech Grove</i> , John D. Graham; <i>Indianapolis</i> , Norman H. Bell
Iowa:	<i>Davenport</i> , Alexander W. Boone, Jr.
Kansas:	<i>Emporia</i> , Gould C. Garcia; <i>Salina</i> , Roy B. Coffey
Kentucky:	<i>Lexington</i> , Kearns R. Thompson; <i>Louisville</i> , Billy Franklin Andrews, George Uhde
Louisiana:	<i>New Orleans</i> , Nancy Haslett, Richard M. Paddison, George H. Porter, Virginia Porter
Maine:	<i>Portland</i> , E. Charles Kunkle
Maryland:	<i>Baltimore</i> , C. Edward Leach; <i>Towson</i> , William C. Battle
Massachusetts:	<i>Boston</i> , Raymond D. Adams, Alan Bateman, Benjamin T. Jackson, Ellison C. Pierce, Jr.; <i>Cambridge</i> , Paul N. Chervin; <i>Newton</i> , Jonathan Freeman; <i>Springfield</i> , George A. Sotirion
Michigan:	<i>Ann Arbor</i> , George E. Bacon, Donald Rucknagel; <i>East Lansing</i> , Norbert Enzer; <i>Port Huron</i> , William T. Davison
Minnesota:	<i>Minneapolis</i> , Lewis W. Wannamaker; <i>Rochester</i> , William M. O'Fallon, Richard E. Symmonds
Missouri:	<i>Columbia</i> , John T. Logue; <i>St. Louis</i> , Thomas B. Ferguson, Roman L. Patrick
Nebraska:	<i>Omaha</i> , Gayle H. Bickers, Helen Starke
New Hampshire:	<i>Hanover</i> , George Margolis, R. J. Vanderlinde
New Jersey:	<i>Morristown</i> , Kenneth Gould, Jr.; <i>New Brunswick</i> , William E. McGough, Bernard A. Rineberg; <i>Watchung</i> , R. Christopher Stucky
New Mexico:	<i>Artesia</i> , C. Pardue Bunch
New York:	<i>Albany</i> , Wallace N. Jensen; <i>Buffalo</i> , Oliver J. Bateman; <i>East Rockaway</i> , Vincent A. Joy; <i>Endicott</i> , Vincent Giordano; <i>Ithaca</i> , John G. Maines; <i>Lockport</i> , Frank H. Crosby; <i>New York</i> , William A. Gay, Jr., David S. Goldman, Eddie L. Hoover, Seymour R. Kaplan, Michael J. Lepore, Leonard H. Schuyler, Robert A. Shimm, David N. Silvers, Nathan St. Amand, Melvin L. Thrash; <i>Pittsford</i> , Rufus S. Bynum; <i>Rochester</i> , David N. Broadbent; <i>Syracuse</i> , Alfred S. Berne, Herbert Lourie, L. Stewart Massad, James E. Sheehy
Ohio:	<i>Cincinnati</i> , Murray B. Sheldon, Jr.; <i>Cleveland Heights</i> , Robert B. Kubek; <i>Columbus</i> , Robert J. Atwell, Charles A. Doan, Lucy R. Freedy, George W. Paulson, James V. Warren; <i>Dayton</i> , Stuart R. Ducker; <i>Elyria</i> , William L. Hassler; <i>Toledo</i> , George F. Alter
Oklahoma:	<i>Muskogee</i> , Robert H. Gibbs
Oregon:	<i>North Bend</i> , Clifford J. Schostal; <i>Portland</i> , Joseph F. Paquet
Pennsylvania:	<i>Bethlehem</i> , Ralph K. Shields, James G. Whildin; <i>Bryn Mawr</i> , John V. Blady, <i>Camp Hill</i> , Alfred J. Sherman; <i>Doylestown</i> , Zachary A. Simpson; <i>Dunmore</i> , Louis C. Waller; <i>Harrisburg</i> , Earl S. Moyer; <i>Johnstown</i> , W. Frederick Mayer; <i>Philadelphia</i> , Max W. Fischbach, Alfred M. Sellers; <i>Pittsburgh</i> , Richard A. Green, Jack D. Myers; <i>Williamsport</i> , William R. Brink
Puerto Rico:	<i>Santurce</i> , Rafael Hernandez-Saldana
Rhode Island:	<i>Providence</i> , Richard P. Sexton
South Carolina:	<i>Charleston</i> , Edward Frost Parker; <i>Columbia</i> , Collin F. Baker, Ben N. Miller, James M. Timmons; <i>Greenville</i> , Raymond C. Ramage
Tennessee:	<i>Chattanooga</i> , Richard Van Fletcher; <i>Knoxville</i> , Alan Solomon; <i>Memphis</i> , William L. Byrne; <i>Nashville</i> , Walter G. Gobbel, Jr., Alexander C. McLeod, Greer Ricketson
Texas:	<i>Austin</i> , Frank A. Morris, Jr.; <i>Dallas</i> , Reuben H. Adams, W. Crockett Cheers, Jr., A. James Gill, William Shapiro; <i>Fort Worth</i> , Henry L. Burks; <i>Houston</i> , Elizabeth B. Powell, H. Grant Taylor; <i>Midland</i> , Dorothy B. Wyvell
Utah:	<i>Salt Lake City</i> , Andrew Deiss
Vermont:	<i>Burlington</i> , Edward S. Horton
Virginia:	<i>Richmond</i> , R. Lewis Wright; <i>Waynesboro</i> , Thomas L. Gorsuch
Washington:	<i>Seattle</i> , Lois Hale Watts
Wisconsin:	<i>La Crosse</i> , C. Norman Shealy; <i>Milwaukee</i> , Jack L. Teasley

Financial Information



Fees and Expenses

Tuition. The following table represents an estimate of a student's necessary expenses in the School of Medicine. The total of these figures suggests a basic minimum budget of approximately \$9,000. These are estimated figures only and are based on a 1978 survey of enrolled students. Tuition and fees are subject to change without notice. Allowances for recreation, travel, clothing, and other miscellaneous items must be added to this estimate with allowances for individual needs and tastes.

Tuition	\$5,400.00 *
Accident and Sickness Insurance (subject to change)	89.00
Instruments† (first year only)	265.00
Laboratory Fee (includes microscope rental, first year only)†	150.00
Laboratory coats	60.00
Annual cost of books: first year	300.00
Annual cost of books: second year	200.00
Annual cost of books: third and fourth year	100.00
Lodging	1,425.00
Board (University Dining Halls): first and second year	1,260.00
Board (University Dining Halls): third and fourth year	1,134.00
Special Student Health Service‡ (first year only)	50.00
Basic Student Health Service‡	125.00
Student Government (Davison Society)‡	15.00
Motor Vehicle Registration	20.00

*For 1978–1979 the freshman, sophomore, and junior tuition will be \$5,400; for seniors enrolled in the School of Medicine it is \$4,700.

†Sphygmomanometer, ophthalmoscope, otoscope, and other equipment required of each student must conform to rigid standards.

‡Mandatory fee. For details, please refer to Student Health Service.

There are four dates in each academic year when approximately one quarter of the total tuition becomes payable. These dates apply whether a student is in the first year (two semesters), or on eight-week terms. The dates for the 1978–1979 academic year are Friday, 18 August 1978; 20 October 1978; 5 January 1979; and 2 March 1979. An additional billing will be made to those who elect to attend the summer terms.

The Office of the Bursar will send bills as a reminder of the exact amount payable to the University. A late fee of \$10 will be assessed for any portion of the



tuition and other charges that remain unpaid after the due date and for which prior arrangements have not been made with the bursar's office. In the event of death, or involuntary withdrawal to enter the armed services, refunds will be made on a pro rata basis. In all other cases of withdrawal, students or their parents may elect to have tuition and room and board charges refunded or carried forward as a credit for later study, according to the following schedule:

1. Withdrawal before the beginning of classes: full refund.
2. Withdrawal during the first or second week of classes: 80 percent.
3. Withdrawal during the third, fourth, and fifth week of classes: 60 percent.
4. Withdrawal during the sixth: 20 percent.
5. No refunds after the sixth week.
6. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

No credit will be given for any term in which the tuition has not been paid, whether the work has been at Duke or elsewhere. A student is not eligible to attend classes or to make use of University facilities if in default on payment of funds to owed the University. Nonreceipt of a bill does not exonerate the student from payment or from assessment of late fees. It is not advisable for students to attempt outside work to defray their expenses during the academic year. Spouses of medical students desiring employment may secure information from the Duke University Personnel Office.

Debts. No records are released and no students are considered by the faculty as candidates for graduation until they have settled with the bursar for all indebtedness. Failure to pay all University charges on or before the times specified by the University for that semester will bar the student from class attendance until the account is settled in full.

Living Accommodations

Housing Fees. The charge for each person in a double room for the academic year 1977–78 is \$568 in Trent Drive Hall. Single rooms are reserved for returning students.

For the academic year, 1977–1978, the residential fee for Town House Apartments is \$829 and \$955 for Duke Modular Homes. These fees are per person for the academic year on the basis of three students to an apartment. Utility charges are not included in these fees. Cost of the utilities, except water, will be shared by occupants in these apartments.

Housing fees will be adjusted upward for the 1978–1979 academic year. A \$50 deposit is required on all reservations.

Rates for Central Campus Apartments will be quoted to applying students upon request to the Manager of Apartments and Property. Refunds on housing fees will be made in accordance with the University's established schedules.

Dining Facilities. If a student eats all meals on the Duke University campuses, the cost of food for the calendar year will average approximately \$1,200 to \$1,450, depending on the individual. Prices are the same in each of the University-operated dining facilities.

Motor Vehicle Registration

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Medicine must be registered at the Medical Center Traffic Office, 314 Bell Building, within five days after operation on the campus begins, and thereafter must display the proper registration decal.

All students must pay an annual fee of \$20 for each four-wheeled motor vehicle and \$10 for each motorbike or motor scooter registered. Bicycles are registered free of charge at the Public Safety Department, 2010 Campus Drive.

To register a vehicle, the student must present a valid state registration for each vehicle registered and a valid state operator's license.

Parking, traffic, and safety regulations will be given each student at the time of registration of the vehicle(s). Students are expected to abide by these regulations.

Financial Aid

The Duke University School of Medicine makes financial assistance available to accepted students who, due to economic circumstances, could not otherwise attend the University. The school recognizes, however, the responsibility of the individual and the family to provide funds to achieve the objective of a medical education. Thus, the school does not consider that parents have discharged the full financial obligation for the continuing education of their sons or daughters upon the latter's completion of the undergraduate degree.

Financial assistance is available in a combined form of scholarships and loans, and all awards are made on the basis of demonstrated need.

Financial Assistance to Incoming Freshmen. When the medical school applicant receives a letter of acceptance into Duke University School of Medicine, a financial aid application is included if the student has indicated an interest in assistance on the application for admission. The economic circumstances of the applicant have no bearing on whether the applicant is accepted into the Medical School.

The student requesting financial aid is expected to work during the summer preceding entrance into medical school and to save part of these earnings to defray a portion of the first-year expenses.

The student's need must be established before an award can be made. The Office of Financial Aid, therefore, requires the Duke University application for financial aid and computation from the GAPSFAS application. Copies of federal income tax returns and a financial aid transcript are required as part of the financial aid application.

Applications for aid received in the fall will be reviewed in December, and applicants will be informed of decisions in late December. Applications received after December will be processed as received.

The financial aid package is based on a \$2,000 federal or state insured student loan and a \$2,000 school loan. Financial need in excess of \$4,000 comes from one-half school gift and one-half from school loan.

Financial Assistance to Upperclassmen. Annual reapplication is required of all scholarship and loan recipients. Upperclassmen seeking financial assistance for the first time should consult with the Coordinator of Financial Aid.

Scholarships. Income is available from the following endowed scholarship funds:

Germain Bernard Scholarship, established in 1959 by the B. C. Remedy Company.

Thomas C. Bost Scholarship, established in 1965 by a gift from Dr. Thomas C. Bost, supplemented by subsequent gifts.

James L. Clark Memorial Scholarship, established in 1965 by a gift from Mr. and Mrs. Marvin D. Clark and supplemented by gifts from other donors.

C. T. Council Scholarship, established in 1959 by the B. C. Remedy Company.

William F. Franck Memorial Scholarship, established in 1958 by gift from William F. Franck, Jr. '39, and supplemented by additional gifts.

H. B. and Adelaide F. Ingle Medical Scholarship, established in 1976 by gift from Mr. and Mrs. Harry B. Ingle.

B. Everett Jordan Scholarship, established in 1974 by the late Senator B. Everett Jordan and his widow, Katherine Jordan.

Dr. John Haden Lane Memorial Scholarship, established in 1968 by gift from Edward H. Lane Foundation.

James Cecil McGehee Memorial Medical Scholarship, established in 1975 by gift from C. G. McGehee, Jr.

Medical Alumni Scholarship, established in 1974 by Duke Medical Alumni.

Medical School Faculty Wives Scholarship, established in 1968 by a gift from the Medical School faculty wives whose source of funds is proceeds from the Nearly New Shoppe.

Physical Medicine Scholarship, established in 1963 by gift from Central Carolina Convalescent Hospital, Inc., Greensboro, North Carolina.

Francis and Elizabeth Swett Scholarship, established in 1966 by gift from the late Dr. and Mrs. Swett.

Dr. Hillory M. Wilder Memorial Scholarship, established in 1962 by bequest from Celeste Wilder Blake and Kenneth M. Blake.

Sue Eggleston Woodward Memorial Scholarship, established in 1966 by gifts from parents, relatives, and friends.

Other annual scholarships available to students are Avalon Scholarships, Virginia H. Baxter Memorial Scholarship, Mary Duke Biddle Scholarships, Duke Hospital Medical Auxiliary Scholarships, Duke University School of Medicine Scholarships, State of North Carolina (tuition remis-

sion up to \$2,000), Slane Family Scholarship, and Sigmund Sternberger Scholarships.

Loans. University loans are available under the specific restrictions of the loan funds and are awarded on the basis of financial need. Some of them are: W. K. Kellogg Foundation Loan Fund, Seaborn L. Hardman Loan Fund, Medical Freshman Tuition Loan, Scott Loan Fund, and Charles W. Banner Loan Fund.

The Robert Wood Johnson Foundation Student Aid Program provides loans under specific restrictions for medical students. Demonstrated need is required.

U.S. Health Professions loans are available to United States citizens on the basis of demonstrated financial need.

The Frances and Elizabeth Swett Loan Fund is an emergency loan available in small amounts to any medical student on a no-interest basis for a short period of time.

Federally Insured Guaranteed Student Loans are available to full-time students at Duke University which is an approved lender.

North Carolina Board of Governors Medical Scholarships (BGMS). Each year fifteen Board of Governors Medical Scholars are chosen from among forty qualified first-year medical school candidates who have been accepted for admission at one of the four medical schools located in North Carolina. BGMS recipients are selected by a statewide selection committee from candidates of all races who are financially disadvantaged state residents and who have expressed a medical interest and emphasis in practicing medicine in the State of North Carolina. BGMS awards provide a stipend of \$4,000 a year plus tuition and mandatory fees. They are renewable under certain conditions. Information about the BGMS program is available at the financial aid office.

North Carolina Educational Loan Program. The Division of Facility Services, Department of Human Resources, provides \$4,000 annually to North Carolina residents in return for a commitment to practice upon completion of training. The loan is not need-based and is forgiven upon practice in an area of this state which has a shortage of physicians.

Additional information, including a financial aid brochure and approved student budgets may be obtained by writing Nell Andrews, Coordinator of Financial Aid, Duke University Medical Center, Durham, North Carolina 27710.

Courses of Instruction



Anatomy

Professor: J. David Robertson, M.D. (Harvard, 1945), Ph.D. (Massachusetts Inst. of Tech., 1952),
Chairman.

Professors: Montrose J. Moses, Ph.D. (Columbia, 1949); Talmage L. Peele, M.D. (Duke, 1934),
Elwyn Simons, Ph.D. (Princeton, 1956, Oxford, 1959).

Associate Professors: Matthew Cartmill, Ph.D. (Chicago, 1970); Sheila J. Counce, Ph.D. (Edin-
burgh, 1954); Kenneth L. Duke, Ph.D. (Duke, 1940); Harold P. Erickson, Ph.D. (Johns Hopkins, 1968);
William C. Hall, Ph.D. (Duke, 1967); William L. Hylander, D.D.S., (Illinois, 1963), Ph.D. (Chicago,
1972); William Longley, Ph.D. (London, 1963); Michael K. Reedy, M.D. (Washington, 1962).

Assistant Professors: Mark R. Adelman, Ph.D. (Chicago, 1969); Frank H. Bassett III, M.D.
(Louisville, 1957); Nell B. Cant, Ph.D. (Michigan, 1973); Joseph M. Corless, M.D., Ph.D. (Duke, 1972);
M. Joseph Costello, Ph.D. (Duke, 1971); Emma R. Jakoi, Ph.D. (Duke, 1973); Richard F. Kay, Ph.D.
(Yale, 1973); Thomas J. McIntosh, Ph.D. (Carnegie-Mellon, 1973); Timothy L. Strickler, Ph.D. (Chicago,
1973); E. Lee Tyrey, Ph.D. (Illinois, 1969).

Assistant Medical Research Professor: Hie Ping Beall, Ph.D. (Tulane, 1967).

Associates: Arthur C. Chandler, Jr., M.D. (Duke, 1959); Jane S. Richardson, M.A. (Harvard, 1966).

Lecturer: Irving T. Diamond, Ph.D. (Chicago, 1953).

Senior Research Associate: Juan A. Vergara, M.D.

Research Associates: Terry Ashley, Ph.D.; Janet A. Hall, M.S.; Andrew Hamilton, Ph.D.; David N.
Jacobson, Ph.D.; Alan Magid, Ph.D.; Mary C. Reedy, M.S.; Guido A. Zampighi, D.D.S.

Required Courses

During Term 1, first-year students are required to take Gross Anatomy (ANA-200), Microanatomy (ANA-201), and Neuroanatomy (ANA-202). All instruction is designed to be informal and individualized. The general principles and functional viewpoint of living anatomy are emphasized and, whenever possible, fresh tissues and living cells are used.

ANA-200. Gross Anatomy. Students dissect the entire human body except the brain. Formal classroom lectures relate structures of the human body to their developmental and phylogenetic antecedents and the clinical significance of anatomical facts. Informal lectures are presented to small groups. Filmed lectures and prosections are available to students for laboratory and library study.

ANA-201. Microanatomy. Students are introduced to the histology, cytology, and cell biology of the major tissues of the human body. This will include an introduction to light and electron microscopy. X-ray diffraction and polarization optics as applied to structural organization in various tissues and organs. Biochem-

An asterisk placed after the course number indicates that the course is also offered in the Graduate School.

ical, biophysical, and genetic cytology, as well as muscle and membrane structure, will be presented in detail.

ANA-202. Neuroanatomy. Neuroanatomy and neurophysiology are taught concurrently to correlate these fields. Patients will be presented by faculty members in clinical neurology and neurosurgery. The major portion of the course is organized by systems, e.g., sensory, visual, auditory, olfactory, and motor including cerebellar, autonomic, hypothalamic, and limbic mechanisms.

Electives

ANA-206(B). Anatomy of Back and Extremities. Complete dissection of back and extremities, including pectoral and pelvic girdles. Visual aids will be used extensively. Course planned for orthopaedics, general practice, or neurosurgery. Terms: 3 or Summer Term I. Weight: 3. *Bassett and Guest Lecturers*

ANA-208(B).^{*} Anatomy of the Trunk. Emphasis will be on the anatomy of the thoracic, abdominal and pelvic organs, including relationships, blood supply and innervations, and, where practical, developmental and microscopic anatomy. The dissections will be supplemented with audiovisual presentations and discussions and with such prosections as are available. Term: 3. Weight: 2. *Duke*

ANA-215(B).^{*} Contractile Processes. Cellular and molecular bases of activity in cilia and skeletal, cardiac and smooth muscle; submicroscopic structure and behavior of muscle; electrical and ionic properties of muscle membranes; the problem of electro-mechanical coupling; mechanics and thermodynamics of muscular contraction; biochemical energetics of contraction; modern methods and problems in contractility research. Also listed as PHS-216(B).^{*} Terms: 1 and 2. Weight: 3. *Reedy, Jobsis, Johnson, and Anderson*

ANA-216(B). Anatomy of the Head and Neck. This course is designed to be a review of the head and neck, emphasizing its phylogenetic and ontogenetic development along with clinically important features of the anatomy of this region. Term: Summer Term II. Weight: 2. *Strickler*

ANA-217(B).^{*} Structure and Function of Visual Photoreceptors. A detailed study of available structural, biochemical, spectroscopic, and physiological data from retinal photoreceptors. Emphasis on molecular structure of vertebrate photoreceptor membranes, effects of bleaching on rhodopsin molecules, and initiation of neural information after photon absorption. Format to combine lectures, seminars, and demonstrations. Terms: 1 and 2. Weight: 3. *Corless and Yamanashi*

ANA-224(B). Tutorial in Gross Anatomy. A detailed review of selected regions of the human body in the context of the core gross anatomy sequence. Student will plan, with staff, prosections, special presentations, etc. Students will elect to study one or more selected region in consultation with the staff. Terms: 1 and/or 2. Weight: 1-5. *Stickler and Staff*

ANA-254(B).^{*} Cellular Endocrinology In a series of combined lectures and discussions, the cellular and subcellular organization of each endocrine tissue will be presented. Particular emphasis will be placed on how the structure of the cell is related to its function. This course should allow a small group of students to become thoroughly familiar with classic and current thoughts on the cellular basis of endocrine function. Terms: 3 and 4. Weight: 3-4. *Fletcher*

ANA-260(B). Developmental Systemic Anatomy. A survey of all major systems or concentration on selected ones will be presented, depending on interests of students. Dated rat embryos, supplemented by primate material, will

be used to follow the development of organ systems. Term: 3. Weight: 3. *Duke*

ANA-280(B).* **Structure and Assembly of Macromolecules.** Lectures and conferences on the structure of biological macromolecules and on the mechanisms of assembly of organized macromolecular aggregates such as are found in cellular organelles and viruses. Emphasis on the results of electron microscopy, X-ray diffraction, and optical analysis. (Spring 1977, and alternate years thereafter.) Terms: 3 and 4. Weight: 3. *Longley and Erickson*

ANA-286(B).* **The Light Microscope, the Electron Microscope, and X-ray Diffraction in Biology.** Lectures and laboratories on methods of ultrastructure research. Fundamentals of optics; the light microscope, phase, polarizing, and interference microscopy. Basics of electron microscopy, staining, sectioning, and replication techniques. Optical and computer image processing. Introduction to X-ray diffraction theory and apparatus in structure determination. Terms: 3 and 4, 1978; alternates with ANA-280(B).* Weight: 4. *Longley, Erickson, and Reedy*

ANA-291(B).* **Special Topics in Nerve Ultrastructure.** Each student will choose a special topic (e.g. ultrastructure of synapses, organs of special sense, myelin, motor end plates, nerve membranes, etc.) Each student will pursue the chosen topic in the library during the first half of the semester with guidance from the instructor and prepare a detailed paper. The second half of the semester will be devoted to seminar presentations and discussions of the selected topics. Terms: 1 and 2. Weight: 2. *Robertson*

ANA-340(B).* **Tutorial in Advanced Anatomy.** Selected topics will be chosen for intensive reading and discussion. Topics may be chosen related to basic problems of cytology, growth and development, biophysics, endocrinological control, neuroanatomy, physiological differentiation and evolutionary origins of functional microsystems. Every term. Weight: 1-3 per term. *Anatomy Faculty*

ANA-354(B).* **Research Techniques in Anatomy.** A preceptorial course in various research methods in anatomy. An interested student might engage in research in physical anthropology, molecular and cell biology, developmental biology, fetal physiology, or stereotactic approaches to neuroendocrinology and neuroanatomy. Recent advances in methodology are stressed. Approval of the student by the faculty is required. Every term. Weight: 4-8. *Anatomy Faculty*

ANA-390(B). **Anatomy of the Fetus.** The chief objective will be to complete a dissection of the human fetus. Emphasis will be placed on comparing fetal and adult anatomical systems and relationships. Term: 4. Weight: 2. *Duke*

ANA-411(B).* **Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle, and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1-2. Weight: 3 and 4. *McCarty, Counce, Kaufman, and Padilla*

ANA-414(B). **The Human Embryo.** The first eight weeks of development are considered in detail, including fertilization, implantation, formation, and function of embryonic membranes and placenta, and establishment of major organ systems.

Emphasis is placed on distinctive features of human embryogenesis, and on causes, identification, and treatment of congenital defects. Term: 3. Weight: 2. *Counce*

ANA-418(B). * Reproductive Biology. An indepth study of male and female reproductive processes including neuroendocrine, pituitary, and gonadal control mechanisms as well as the physiology of pregnancy and parturition. The basic lecture material in each section of the course is followed by seminar presentations by students and guest clinical faculty with emphasis on the interface between basic and clinical aspects. Also listed as PHS-418(B). * Terms: 3 and 4. Weight: 2. *Anderson, Schomberg, and Tyrey*

Anesthesiology

Professor: Merel H. Harmel, M.D. (Johns Hopkins, 1943) *Chairman.*

Professors: Peter B. Bennett, Ph.D. (Southampton, England, 1964); Philip R. Bromage, M.B., B.S. (London Univ., 1944); David A. Davis, M.D. (Vanderbilt, 1941); Sara J. Dent, M.D. (Med. Coll. of South Carolina, 1945); Kenneth D. Hall, M.D. (Duke, 1953); Joannes H. Karis, M.D. (State Univ. of Utrecht, Holland, 1952); Lloyd F. Redick M.D. (Ohio State, 1958); Vartan Vartanian, M.D. (Cluj Univ. Med. School, Rumania, 1951); Stanley W. Weitzner, M.D. (New York Coll. of Med., 1953).

Associate Professors: Elisabeth J. Fox, M.B., B.S. (London Univ., 1955); William J. Murray, M.D. (North Carolina at Chapel Hill, 1962); Ingeborg H. Talton, M.D. (Frankfurt/Main, 1951), Ph.D. (Geissen, 1952); Bruno J. Urban, M.D. (Albertus Magnus, Germany, 1960).

Associate Clinical Professor: M. Bourgeois-Gavardin, M.D. (Univ. of Paris, 1954; Duke, 1955).

Assistant Professors: Enrico Camporesi, M.D. (Univ. of Milan, Italy, 1970); Lennart Fagraeus, M.D. (Karolinski Institute, Sweden, 1965); Ann Groce, M.D. (North Carolina at Chapel Hill, 1972); John A. Jarrell, Jr., M.D. (Johns Hopkins, 1949); Fritz F. Klein, Ph.D. (Duke, 1973); Charles F. Lanning, M.D. (Kansas, 1969); John N. Miller, M.D. (Univ. of Sydney, 1963).

Assistant Medical Research Professors: Jeffrey Dwyer, Ph.D. (California at Los Angeles, 1974); Charles E. Johnson, Ph.D. (Duke, 1975); James L. Parmentier, Ph.D. (California at Santa Barbara, 1972); Brij B. Shrivastav, Ph.D. (Univ. of Western Ontario, 1968); Sidney A. Simon, Ph.D. (Northwestern, 1973); Richard Vann, Ph.D. (Duke, 1976).

Assistant Clinical Professors: Patrick J. Breen, M.D. (Royal Coll. of Surgeons, Ireland, 1959); J. Howard J. Brown, M.D. (Boston, 1967); Luther C. Hollandsworth, M.D. (Bowman Gray, 1951).

Clinical Associate: Joseph Huang, M.D. (National Taiwan Univ., 1949).

Associate: Donald A. Munday, M.D. (Univ. of Alberta, 1967).

Research Associate: Larry W. Burton, Ph.D. (Duke, 1977).

Electives

ANE-250(C). Clinical Acute Respiratory Physiology. Work in Anesthesiology Blood Gas Laboratory learning theory and practice of oxygen electrode, carbon dioxide electrode and pH meter and ancillary techniques, and in Recovery Room and Acute Care Unit. Study of ventilator problems. Terms: 1, 2, and Summer Term I. Weight: 2. *Hall, Harmel, and Staff*

ANE-252(C). Clinical Anesthesiology II. Introduction to theory and practice of cardiopulmonary resuscitation, diagnostic and therapeutic nerve blocks, and clinical surgical anesthesia. Students will review physiology and pharmacology of anesthesia and perform general and regional anesthesia. They will assist in post anesthetic respiratory care. Course may be tailored to individual student's interests. Every term. Weight: 2-8. *Harmel and Staff*

ANE-253(C). Anesthesiology Research. Course teaches techniques utilized in clinical and laboratory research in anesthesiology. In collaboration with the faculty, the student will work on a research project related to the physiology and pharmacology of anesthetics. A wide range of facilities including the hyperbaric chamber is available for the measurement of respiratory and circulatory parameters, both in animals and in man. Every term. Weight: 8. *Bennett and Staff*

Biochemistry

James B. Duke Professor Robert L. Hill, Ph.D. (Kansas, 1954), *Chairman*.

Professors: Professor Emeritus Mary L. C. Bernheim, Ph.D., (Cambridge, England, 1928); Irwin Fridovich, Ph.D. (Duke, 1955); Samson R. Gross, Ph.D. (Columbia, 1953); Walter R. Guild, Ph.D. (Yale, 1951); James B. Duke Professor Philip Handler, * Ph.D. (Illinois, 1939); Jerome S. Harris, M.D. (Harvard, 1933); Henry Kamin, Ph.D. (Duke, 1948); Norman Kirshner, Ph.D. (Pennsylvania State, 1952); Kenneth S. McCarty, Ph.D. (Columbia, 1957); K. V. Rajagopalan, Ph.D. (Univ. of Madras, 1957); James B. Duke Professor Charles Tanford, Ph.D. (Princeton, 1947); Robert Webster, Ph.D. (Duke, 1965).

Associate Professors: Robert M. Bell, Ph.D. (California, 1970); Ronald C. Greene, Ph.D. (California Inst. of Tech., 1954); Bernard Kaufman, Ph.D. (Indiana, 1961); Sung-Hou Kim, Ph.D. (Pittsburgh, 1966); William S. Lynn, Jr., M.D. (Columbia, 1946); Jacqueline A. Reynolds, Ph.D. (Washington Univ., 1963); David C. Richardson, Ph.D. (Massachusetts Inst. of Tech., 1967); Harvey J. Sage, Ph.D. (Yale, 1958); Lewis Siegel, Ph.D. (Johns Hopkins, 1965); J. Bolling Sullivan, Ph.D. (Texas, 1966).

Assistant Professors: Arno L. Greenleaf, Ph.D. (Harvard, 1974); Robert L. Habig, Ph.D. (Purdue, 1966); Michael Hirschfield, M.D. (Pennsylvania, 1967); Edward Holmes, M.D. (Pennsylvania, 1967); Nicholas Kredich, M.D. (Michigan, 1962); Robert Lefkowitz, M.D. (Columbia, 1966); Patrick A. McKee, M.D. (Oklahoma, 1962); Paul Modrich, Ph.D. (Stanford, 1973). Salvatore V. Pizzo, M.D. (Duke, 1973); Deborah A. Steege, Ph.D. (Yale, 1974); Ailen David Roses, M.D. (Pennsylvania, 1967); Robert W. Wheat, Ph.D. (Washington, 1955).

Assistant Medical Research Professor: Celia Bonaventura, Ph.D. (Texas, 1968); Joseph Bonaventura, Ph.D. (Texas, 1968).

Adjunct Assistant Professor: Per-Otto Hagen, F.H.W.C. (Watt Univ. Scotland, 1961).

Associates: John Bittikofer, Ph.D. (Purdue, 1971); Yasuhiko Nozaki, Ph.D. (Univ. of Tokyo, 1945).

Research Associates: Thomas Andersen, Ph.D.; Larry Ballas, Ph.D.; Edward Baptist, Ph.D.; Karl Beem, Ph.D.; Donald Bowden, Ph.D.; Larry Britton, Ph.D.; Kenneth Dean, Ph.D.; William Dean, Ph.D.; Kurt Drickamer, Ph.D.; Larry Fretto, Ph.D.; Lee A. Goscin, Ph.D.; H. Moustafa Hassan, Ph.D.; David Hastings, Ph.D.; Kay Hodgson, Ph.D.; Stephen R. Holbrook, Ph.D.; James Johnson, Ph.D.; Jean Johnson, Ph.D.; Jack Lancaster, Ph.D.; Freeman Ledbetter, Ph.D.; Lee Limbird, Ph.D.; Robert Lynch, M.D.; Chhabirani Mukherjee, Ph.D.; Sakti Mukherjee, Ph.D.; James Paulson, Ph.D.; Peter Robison, Ph.D.; Ellen C. Robinson, Ph.D.; Mary C. Rose, Ph.D.; Saura C. Sahu, Ph.D.; John Salerno, Ph.D.; Marvin Salin, Ph.D.; David Seybert, Ph.D.; James M. Sodetz, Ph.D.; Mary Ellen Switzer, Ph.D.; William Waud, Ph.D.; Dennis Winge, Ph.D.

Required Courses

BCH-200—the core course given to all freshman medical students during a period of eighteen weeks in the first term—emphasizes the relationship between structure and function of the major classes of macromolecules in living systems including proteins, carbohydrates, lipids, and nucleic acids. The metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human diseases.

BCH-204—the required course in genetics for all first-year students—is given during fourteen weeks of the first term. The course emphasizes fundamental properties of the gene in relation to mutation, recombination, selection, replication, transcription, and translation, as well as the organization and structure of chromosomes. Human and medical genetics are emphasized to provide basic concepts necessary for understanding the origin and consequences of genetic variability. Approximately two-thirds of the lectures illustrate basic genetic problems.

With the staff's approval, some students with extensive formal training in genetics may be given the option of presenting a paper instead of taking examinations.

Electives

BCH-216(B). * **Molecular Genetics.** Genetic mechanisms and their relationship to nucleic acids and their synthesis. (Listed also in the *Graduate School Bulletin* as

*On leave of absence.

Genetics 216). Terms: 3 and 4. Weight: 4. *Guild and Others of the University Program in Genetics*

BCH-222(B).* **The Structure of Biological Macromolecules.** Introduction to the techniques of structure determination by X-ray crystallography and study of some macromolecules whose three-dimensional structures have been determined at high resolution. Terms: 3 and 4. Weight: 2. *Richardson and Kim*

BCH-234(B). **Metabolic-Genetic Disease Seminar.** Diseases of metabolism studied in detail with an emphasis on human genetics and inborn errors of metabolism. Format includes staff lectures, student seminars, patient presentations, textbook and literature reading. The group will be small enough to permit maximal personal interaction, particularly between students and faculty. Term: 3. Weight: 3. *Kredich, Gross, Hill, and Holmes*

BCH-276(B).* **Comparative and Evolutionary Biochemistry.** Lectures and discussion of the origin of life, evolution of the genetic code, mutation and protein polymorphism, natural selection and protein structure, and comparison of homologous proteins and nucleic acids. Laboratory work involves the purification and characterization of homologous proteins from fish and invertebrates. Techniques used include salt fractionation, electrophoresis, ion-exchange and molecular exclusion chromatography, fingerprinting, molecular weight determination, amino acid composition, and other related approaches. Terms: June-July; Summer Term II. Weight: 6 per 5 weeks. *Sullivan*

BCH-282(B).* **Experimental Genetics.** A series of laboratory exercises and discussions on the molecular mechanisms of mutation, recombination, replication, transcription, and translation of the genetic material. Terms: 3 and 4. Weight: 2. *Webster and Others of the University Program*

BCH-286(B).* **Current Topics in Immunochemistry.** This course deals with the structure-function specificity of antibodies. Immunogenicity and tolerance are discussed, with special emphasis on current theories of the diversity and synthesis of antibody molecules. Terms: 3 and 4. Weight: 2. *Sage*

BCH-288(B).* **The Carbohydrates and Lipids of Biological Systems.** The subjects will be considered in the following two general categories: (1) The relationship between structure and function; particularly, (a) cell surface carbohydrates as antigenic determinants and their relationship to viral and carcinogen transformation, (b) connective tissue mucopolysaccharides, (c) structural features of lipids and phase transitions. (2) Biosynthesis and catabolism. Terms: 3 and 4. Weight: 2. *Kaufman*

BCH-290(B).* **Bioenergetics.** Biological mechanisms of transduction of energy (covalent, ionic, photonic, and electric) will be considered, using photosynthetic, oxidative, phosphorylative, and glycolytic systems as examples. Since many of the above processes occur in membranous systems, the role and function of membranes in these processes will also be considered. Terms: 3 and 4. Weight: 2. *Lynn*

BCH-291(B).* **Physical Biochemistry.** Principles of thermodynamics, hydrodynamics, spectroscopy, and X-ray diffraction and scattering are applied to biological systems. Biological molecules and macromolecules in both soluble and crystalline states are discussed. Terms: 1 and 2. Weight: 3. *Tanford, Reynolds, Richardson, and Kim*

BCH-292(B).* **Proteins and Enzymes.** Topics in protein chemistry including purification techniques, determination of primary structure, group specific modification and structure-function correlations. Mechanisms of action of enzymes,

including the chemistry of non-protein cofactors. Terms: 3 and 4. Weight: 4. *Fridovich, Rajagopalan, and Hill*

BCH-296(B). * Biological Oxidations. A lecture, conference, and seminar course which deals with the mechanism of electron transport and energy conservation in a variety of oxidative enzymes. These mechanisms will be examined both in purified enzymes and in organized systems such as the mitochondrion, the endoplasmic reticulum, and the chloroplast. Terms: 3 and 4. Weight: 2. *Kamin, Fridovich, Rajagopalan, and Siegel*

BCH-297(B). * Intermediary Metabolism. The synthesis and degradation of carbohydrates, lipids, nitrogenous compounds will be discussed in detail with emphasis on energy transformation and regulation of metabolic pathways. Terms: 1 and 2. Weight: 3. *Kirshner, Siegel, Bell, and Greene*

BCH-299(B). * Nutrition. This course will examine the experimental basis for the identification and quantitation of requirements for calories, macronutrients, and micronutrients (vitamins and minerals). It will deal with the biochemistry of nutrition, with the assessment of nutriture, and with the biological effects of deficiency or excess of nutrients. This course will seek to define optimal nutriture and will search for the factual bases (if they exist) for commonly held beliefs on the nutrition of individuals and populations. The course will consist of informal lectures and, if possible, student seminars. Term: 2. Weight: 2. *Kamin*

BCH-302(B). * Neurochemistry. Biochemical aspects of structure and function of nerves, specialized aspects of carbohydrates, lipids, proteins, myelin, neurotubules, neurofilaments, transmitters, receptors, and nerve-muscle relationships. Terms: 3 and 4. Weight: 3. *Kirshner, Kaufman, Lefkowitz, and Vanaman*

BCH-351(B). * Genetics Seminar. Required of all students specializing in genetics. Terms: 1 and 2. Weight: 1. *Gross and Others of the University Program in Genetics*

BCH-352(B). * Genetics Seminar. Required of all students specializing in genetics. Terms: 3 and 4. Weight: 1. *Gross and Others of the University Program in Genetics*

BCH-355(B). * Research in Genetics. In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 1 and 2. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-356(B). * Research in Genetics. In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 3 and 4, or Summer Term II. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-357(B). * Research in Biochemistry. In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 1 and 2. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-358(B). * Research in Biochemistry. In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 3 and 4, or Summer Term II. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-360(B). Clinical Chemistry Laboratory. Medical students may participate in the program of the Clinical Chemistry Laboratory on a tutorial basis. Students must receive the permission of the instructor. Terms: 1, 2, 3, or 4. Weight: 4. *Bittikofer*

BCH-411(B).* **Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *McCarty, Counce, Kaufman, and Padilla*

Community and Family Medicine

Professor: E. Harvey Estes, Jr., M.D. (Emory, 1947); *Chairman.*

Assistant Professor: Robert J. Sullivan, Jr., M.D. (Cornell, 1966); *Vice-Chairman.*

DIVISION OF COMMUNITY HEALTH MODELS

Professor: Eva J. Salber, M.D. (Cape Town, South Africa, 1955); *Chief.*

Associates: Marilyn Bentov, Ed.D. (Harvard, 1973); Shirley E. Callahan, M.P.H. (North Carolina at Chapel Hill, 1958).

Research Associates: Linda L. Brogan, M.S. (Purdue, 1970); Cornelia B. Service, B.A. (Duke, 1953).

DIVISION OF EDUCATION

Assistant Professor: Robert J. Sullivan, Jr., M.D. (Cornell, 1966), *Chief.*

Professors: Thomas E. Frothingham, M.D. (Harvard, 1951); Clark C. Havighurst, J.D. (Northwestern, 1958); Siegfried H. Heyden, M.D. (Univ. of Berlin, Germany, 1951); Harmon L. Smith, Ph.D. (Duke, 1962).

Associate Professors: John K. Crellin, Ph.D. (Univ. of London, England, 1969); James F. Gifford, Jr., Ph.D. (Duke, 1969); Paul B. Ginsburg, Ph.D. (Harvard, 1971); William E. Hammond, Ph.D. (Duke, 1967)

Assistant Professors: Allen R. Dyer, M.D. (Duke, 1972); Carol C. Hogue, Ph.D. (North Carolina at Chapel Hill, 1974); Frederick R. Jelovsek, M.D. (Michigan, 1969); Diana E. McGrath, Ph.D. (Pennsylvania, 1974); Ramon Velez, M.D. (New York Univ., 1970); Ruby L. Wilson, Ed.D. (Duke, 1968).

Associates: Lynn C. Hartwig, M.A. (North Carolina at Chapel Hill, 1972); Josephine E. Newell, M.D. (Maryland, 1949); Robert A. Rosati, M.D. (Duke, 1967); Beverly K. Rosen, M.S.W. (North Carolina at Chapel Hill, 1974); Nancy R. Shaw, J.D. (Duke, 1973).

Assistant Medical Research Professor: Nancy R. Mendell, Ph.D. (North Carolina at Chapel Hill, 1972).

Research Associate: E. Edgar Cockrell III, M.S.P.H. (North Carolina at Chapel Hill, 1975).

DIVISION OF EPIDEMIOLOGY AND BIOSTATISTICS

Assistant Professor: William E. Wilkinson, Ph.D. (North Carolina at Chapel Hill, 1968), *Chief.*

Professor: Max A. Woodbury, Ph.D. (Michigan, 1948).

Assistant Professors: David C. Deubner, M.D. (Rochester, 1971); Daniel T. Gianturco, M.D. (Buffalo, 1960); Seymour Grufferman, M.D. (New York, Upstate Med. Center, 1964); Kerry L. Lee, Ph.D. (North Carolina at Chapel Hill, 1974); Lawrence E. Myers, Ph.D. (California at Berkeley, 1972).

Assistant Medical Research Professor: William P. Cleveland, Ph.D. (Wisconsin, 1972).

Research Associates: Jonathan Clive, Ph.D. (Yale, 1973); Linda J. Camplong, B.A. (North Carolina at Greensboro, 1967); Michael Helms, B.S. (North Carolina at Chapel Hill, 1971); Lawrence H. Muhlbauer, A.B. (Duke, 1971).

DIVISION OF FAMILY MEDICINE

Associate Professor: William J. Kane, M.D. (Temple, 1969); *Chief.*

Assistant Professors: James A. Bobula, Ph.D. (Ohio State, 1972); Seneca T. Ferry II, M.D. (Missouri, 1965); Stephen H. Gehlbach, M.D. (Western Reserve, 1968); James R. Kelly, M.D. (Duke, 1970); Ann L. Moore, M.D. (Columbia, 1972); George R. Parkerson, M.D. (Duke, 1953).

Associates: David P. Hunter, M.P.H. (Pittsburgh, 1970); James T. Moore, M.D. (Columbia, 1971).

Clinical Associates: Christina De La Torre, M.D. (Buenos Aires State University, Argentina, 1972); Stephen W. Friedman, M.D. (Tulane, 1971).
Research Associate: Belinda R. Novik, B.A. (Michigan State, 1972).

DIVISION OF HEALTH TEAMS DEVELOPMENT

Assistant Professor: Michael A. Hamilton, M.D. (Rochester, 1964); *Chief*.
Associate Professors: Arthur C. Christakos, M.D. (South Carolina, 1955); Thomas T. Thompson, M.D. (Virginia, 1964).
Assistant Professor: Malcolm Henderson Rourk, Jr., M.D. (Pennsylvania, 1963).
Associates: John J. McQueary, B.S. (North Carolina Central, 1973); Paul S. Toth, R.P.A. (Duke, 1968).
Instructors: Leaf R. Diamant, M.Ed. (North Carolina at Chapel Hill, 1973); Joyce Nichols, R.P.A. (Duke, 1970).
Adjunct Assistant Professor: Reginald D. Carter, Ph.D. (Bowman Gray, 1970).
Clinical Assistant Professor: Godfrey D. Ripley, M.B., B.S. (Univ. of London, England, 1953).
Clinical Instructor: Joseph W. Kertesz, Jr., M.A. (Michigan, 1973).
Research Associate: Valerie Staples, R.P.A. (Bowman Gray, 1973).

DIVISION OF UNIVERSITY HEALTH SERVICES

Assistant Professor: John P. Hansen, M.D. (Wisconsin, 1969); *Chief*.
Assistant Professors: Albert D. Loro, Jr., Ph.D. (Washington Univ., 1976); Dorothy E. Naumann, M.D. (Syracuse, 1940); John B. Nowlin, M.D. (Duke, 1959); Woodall Stopford, M.D. (Harvard, 1969).
Associates: Albert E. Hathaway, M.D. (Hahnemann, 1945); Allen J. Lester, M.B., Ch.B. (Otago, New Zealand, 1970); Sigrid J. Nelius, M.D. (Ludwig Maximilian, Germany, 1949); Catherine M. Severns, R.N.P. (Yale, 1971); Gregory V. Solovieff, M.D. (Duke, 1973).
Clinical Associates: Mary C. Hilton, M.D. (Maryland, 1974); Richard G. Joslin, M.D. (Med. Coll. of Virginia, 1974).
Research Associates: James M. Schmidt, B.H.S. (Duke, 1974); William T. Vaughan, B.S. (North Carolina at Chapel Hill, 1972).

Adjunct Faculty

Adjunct Assistant Professor: Thomas R. Howerton, A.B. (Duke, 1946), Durham, N.C.
Adjunct Associates: Ron W. Davis, Ed.D. (Columbia, 1952), Raleigh, N.C.; Barbara A. Duffer, M.Ed. (Indiana Univ., 1975), Fayetteville, N.C.; Naomi Golding, M.S. (Columbia, 1970), Durham, N.C.; Clarence E. McCauley, M.H.A. (Med. Coll. of Virginia, 1963), Durham, N.C.; Richard L. Myers, M.H.A. (Duke, 1967), Durham, N.C.

Clinical Faculty

Clinical Associate Professors: Barbara S. Hulka, M.D. (Columbia, 1959), Chapel Hill, N.C.; Donald S. Miller, M.D. (Harvard, 1962), Shelby, N.C.; F.M. Simmons Patterson, M.D. (Pennsylvania, 1939), Greenville, N.C.

Clinical Assistant Professors: Philip A. Anderson, M.D. (Michigan, 1972), Fayetteville, N.C.; Daniel H. Barco, M.D. (Duke, 1972), Durham, N.C.; H. Dean Belk, M.D. (South Carolina, 1960), Winston-Salem, N.C.; Henry J. Carr, Jr., M.D. (Duke, 1954), Clinton, N.C.; Lawrence M. Cutchin, M.D. (North Carolina at Chapel Hill, 1962), Tarboro, N.C.; Wilton R. Drake, Jr., M.D. (North Carolina at Chapel Hill, 1972), Henderson, N.C.; Thomas L. Dulin, M.D. (Duke, 1957), Matthews, N.C.; Julian M. Duttera, Jr., M.D. (Duke, 1968), La Grange, Ga.; Curtis J. Eshelman, M.D. (Michigan, 1971), Durham, N.C.; Ashton T. Griffin, M.D. (Duke, 1958), Goldsboro, N.C.; Lyndon K. Jordan, M.D. (Duke, 1961), Smithfield, N.C.; Hans J. Koek, M.D. (State University, Leyden, The Netherlands, 1956), Fayetteville, N.C.; Elam S. Kurtz, M.D. (Western Reserve, 1955), Lansing, N.C.; Philip Naumoff, M.D. (Duke, 1937), Charlotte, N.C.; Donald D. Neish, M.D. (Temple, 1958), Durham, N.C.; James G. Nuckolls, M.D. (Duke, 1966), Galax, Va.; Amos T. Pagter, Jr., M.D. (Duke, 1955), Tryon, N.C.; Jesse D. Samuels, M.D. (Duke, 1967), Fayetteville, N.C.; Evelyn D. Schmidt, M.D. (Duke, 1951), Durham, N.C.; Robert H. Shackelford, M.D. (Bowman Gray, 1947), Mount Olive, N.C.; Hal M. Stuart, M.D. (Bowman Gray, 1956), Elkin, N.C.; George R. Tucker, Jr., M.D. (North Carolina at Chapel Hill, 1955), Henderson, N.C.; W. Beverly Tucker, M.D. (North Carolina at Chapel Hill, 1966), Henderson, N.C.; Millard W. Wester, Jr., M.D. (Duke, 1952), Henderson, N.C.; Robert F. Willis, M.D. (Med. Coll. of Virginia, 1951), Fayetteville, N.C.

Clinical Associates: Lawrence M. Alexander, M.D. (Duke, 1952), Sanford, N.C.; James T. Best, M.D. (North Carolina at Chapel Hill, 1968), Sea Level, N.C.; Robert S. Cline, M.D. (North Carolina at Chapel Hill, 1957), Sanford, N.C.; Daniel Gottovi, M.D. (Rochester, 1965), Wilmington, N.C.; Walter L. Holton, M.D. (Duke, 1973), Manteo, N.C.; Paul O. Howard, M.D. (Virginia, 1955), Sanford, N.C.; John

Required Course

CFM-200—required as part of the Introduction to Clinical Medicine at the end of the first year—consists of lectures and discussions presented by faculty and guests to introduce students to the health care system. The problems and structure as well as economic, sociological, and ethical characteristics are emphasized. New techniques for improving access to and distribution of medical care are also discussed. Principles and methods of biostatistics and epidemiology are taught using illustrative material from the medical literature.

Electives

CFM-208(B).† **Medical Uses of Computers.** An introductory course on applications of computers in clinical medicine. Special emphasis is given to various methods of collecting data from patients and making such data available for computer analysis. Working computer applications in several medical environments will be considered as examples, including visits to these units. The student will, in addition to the above, be taught the principles of computer programming through an exposure to a higher level computer language. Experience will include the writing of simple computer programs and hands on experience with computers and computer input and output devices. Terms: 1 and 2. Weight: 3. *Hammond*

CFM-212(B). **Organization and Management of Ambulatory Care Centers.** A series of seminars to discuss methods of organizing and managing ambulatory care centers. Material covered will be of interest to all students who will participate in the office setting and especially of interest to those who will operate primary care centers. Topics of discussion will include the conceptual basis for organizing ambulatory centers; objectives of centers including continuity, comprehensiveness, accessibility, accountability, and coordination of care; management tools such as monitoring and forecasting; principles of human relations; group vs. solo practice; and investment of resources. Students who elect the second term will apply the discussion material to a specific area of interest. Terms: 1-2. Weight: 1-2. *Mr. Herpock*

CFM-215(B).† **Biostatistics in the Medical Sciences.** Statistical principles and methods and their use in the health sciences, with particular emphasis on methods applicable to the design and analysis of epidemiologic studies. Topics covered include: point estimation, confidence intervals and tests of statistical significance for rates and ratios as measures of disease risk; life-table analysis; variable selection techniques; multivariate models for disease risk. Term: 2. Weight: 2. *Wilkinson and Myers*

CFM-225(B).† **Digital Computers and Their Application in the Health Sciences.** For students desiring an intensive exposure to medical computer applications. The flexible format of the course permits a variety of projects in computer medicine. Examples include projects in interactive patient interviewing; computer-aided instruction; patient/physician education; data collection, organization, retrieval, display, and analysis; and physician-assist programs. Every term. Weight: 1-8. *Hammond*

CFM-226(B). **Historical Studies in a Medical Specialty.** This elective is offered primarily to those who have made the choice of their probable career specialty. It is intended to provide an appreciation of the developments in that

†For further information, contact the associate dean for Graduate Medical Education.

specialty and thereby deepen an understanding of it. While the choice of elective topic will be made on an individual basis and depend on the interests of each student, emphasis generally will be placed on specific theoretical, practical, and organizational developments since the second half of the nineteenth century. The format comprises selected readings, tutorials and student project. Terms: 1, 2, 3, or 4. Weight: 1 or 2. *Crellin and Gifford*

CFM-227(B).†Medicine in America. The historical development of medical science, the medical profession, and patterns of medical care in the United States. Topics covered will include bases of authority for the practice of medicine, the standing of the physician in society, medical education, medical sects, the evolution of hospital care, medical organizations, and health care delivery systems. The history of the Duke University Medical Center provides a closing recapitulation of course themes. Additional units of credit may be earned through independent study. Terms: 2 or 4. Weight: 1. *Gifford and Crellin*

CFM-229(B).†The Development of Modern Medicine. Comprising lectures, discussion, and readings, this course outlines the general history of medicine, with particular attention given to comparison of medical knowledge and practice in classical cultures, the work of Galen, medieval and Renaissance medicine, the contributions of William Harvey, aspects of clinical diagnosis, and the evolution of key concepts in modern medicine such as cell theory, the germ theory, anticepsis, and theories of immunity. Additional units of credit may be earned through independent study. Terms: 1 or 3. Weight: 1. *Gifford and Crellin*

CFM-231(B).† Medical Care Insurance. A seminar to cover the history of health insurance in the U.S. and selected European countries; compulsory versus voluntary insurance; advantages and disadvantages of major specific programs; interests of the consumer, the provider, and the insuring agency; attitudes and role of "organized medicine;" trends in health insurance (HMOs, PSROs, HSAs, etc.) Terms: 2, 4, or Summer Term II. Weight: 1. *Goldwater*

CFM-233(B).† Occupational Medicine. (Formerly Medicine and Industry). Student participation in projects being conducted in the Division of Occupational Medicine. Background material will be presented covering history of occupational (industrial) medicine, labor legislation, workmen's compensation and the Occupational Safety and Health Act (OSHA) of 1970. Clinical and epidemiological aspects of occupational diseases will be included, with emphasis on industrial hygiene and toxicology. Organization and administration of employee health programs will also be considered, with visits to representative establishments as part of the experience. Typical projects include such matters as evaluation of chemical exposures in the work environment, reactions of humans to chemical stress, medical evaluation of suspected cases of occupational disease. Terms: 2, 3, 4, or Summer Term II. Weight: 6. *Goldwater and Stopford*

CFM-238(B).† Tutorial in Community Health Sciences. An eight week, individually arranged experience in which the student participates in the research program of a faculty member. The subject matter, course weight, and meeting time will be arranged with the faculty member. Each student will meet regularly with the faculty preceptor and will carry out a project related to the preceptor's work. Through these discussions and project, the student will be able to develop an understanding of the discipline involved. Possible areas include management sciences, economic aspects of health care, computer technology, biostatistics, and epidemiology. Because of the variety of projects available and the necessity of prior arrangements, it is essential that interested students consult with the instructor or staff at least one month before the beginning of the term elected. Every term. Weight: 1-8 per term. *Estes and Staff*

CFM-240(B).† Epidemiology: Principles and Methods. This will be an intensive course in epidemiology with emphasis on principles and methods. Topics covered will include the study of the distribution of diseases in populations and issues in study design, data collection, and methods of analysis. Modules on the subjects of case-control studies, cohort studies, cross-sectional studies, clinical trials, and intervention studies will be presented. Additionally, methods for assessing and dealing with bias, misclassification, and confounding will be introduced. Lectures will be supplemented by outside reading, seminars, and student presentations. Text: MacMahon and Pugh, *Epidemiology, Principles, and Methods*. Term: 2. Weight: 2. *Grufferman*

CFM-242(B).† Nutrition Epidemiology. Nutrition epidemiology may be defined as the study of the role of the nutrition factor in the *causal web* of illness patterns of human populations. The purpose of this course is to offer an opportunity for a systematic review of population approaches to nutrition studies. Currently, most nutrition courses offered are primarily concerned with studies using *in vitro* laboratory techniques, animal models, or individual human subjects, with minimal emphasis on human population groups in their natural environments. In the course, an emphasis will be placed on methods available for chronic disease epidemiologic research since most nutritional disorders in man are basically chronic. Particular attention will be directed to principles of research design and critical analyses of selected studies. It is hoped that at the completion of the course, the student will be prepared to design and conduct population-based studies of human nutrition. Terms: 3 and 4. Weight: 1-2. *Sue Y.S. Kimm*

CFM-271(B). Computers in Medical Research. This course is for students desiring to participate in the application of computers and mathematical models of disease diagnosis and intervention. Examples cover principles of experimental design in sequential clinical trials. Students may supplement this course with additional research experience if they desire. Every term. Weight: 2. *Woodbury*

CFM-217X(C).† Community Health in Georgia. An experience in applied community health sciences in Claxton, Georgia; epidemiology of cardio- and cerebrovascular disease—Evans County Study (started in 1960, now in its fourteenth year). Development of research projects depending on the special interest of the student leading to papers for publication. Room and board, mileage will be paid by the Evans County Health Dept. Term: Summer Term II. Weight: 9. *Heyden and Hames (General Practitioner, Director of the Evans County Study)*

CFM-219(C).† Tutorial in Clinical Epidemiology. Selected topics will be chosen for reading and discussion. Major emphasis is on cardio-cerebrovascular chronic-degenerative diseases, major neoplastic diseases, and industrial cancer screening. Terms: 3 or 4. Weight: 2. *Heyden*

CFM-221(C).† The Computer Textbook of Medicine. Students will participate in the writing and updating of the computer textbook of medicine. Information contained in the initial chapter of ischemic heart disease will be used to assist in the management of patients on the cardiology service. Every term. Weight: 2 and 4. *Rosati and Starmer*

CFM-239(C). Community Medical Care Experience. An experience will be arranged for each student under the supervision of competent physicians in their own clinics. In addition to delegated clinical responsibilities, a portion of the time will be spent in discussion of features which make that particular clinical environment similar to, or distinct from, other types of clinical experience. A wide variety of geographic locations and practice types are available. Among these are family practice clinics in Sanford, Smithfield, Mount Olive, Lansing; primary care

internist clinics in Clinton and Macon, Georgia; a small hospital in Sea Level; and a neighborhood comprehensive care clinic in Durham. In some locations accommodations are available for spouses. Because of the variety of available settings and the necessity for prior arrangements, it is essential that interested students contact the instructor or staff as soon as possible, and at least one month prior to the desired term. Every term. Weight: 4–8. *Estes and Staff*

CFM-241(C). Community Health Assessment. A tutorial in which the first term discussion will focus on various methods of assessing the health needs of a population. Durham County will be the primary but not the sole model to be studied. In the second term tutorials will be of a practical nature and/or emphasize fieldwork. Students will have an opportunity to take part in a community health education program with the city of Durham or to undertake community needs assessment in one of eleven counties of the local Health Systems Agency (the area health planning body). Terms: 1 and 2. Weight: 1–3. *Salber and Staff of the Department of Community and Family Medicine*

CFM-246(C).† Bioethics. Lectures, discussion, and readings in selected ethical questions raised by modern biomedical science and technology; including such topics as genetics and the “new biology,” contraception, abortion, experimentation consent, behavior control, scarce medical resources, dying, and death. Terms: 1 or 2. Weight: 1. *Harmon Smith*

CFM-247(C).† Philosophic Problems for Physicians. This seminar brings the resources of literature, poetry, philosophy, psychology, and sociology to bear upon specific ethical and philosophic problems with which the practicing physician deals. Each student leads at least one seminar on a specific subject of the student’s choice. Where appropriate and desirable, selected outside visitors will be invited to contribute to the discussion. The following subjects will be among those offered for consideration: (1) death and dying from the patient’s and physician’s point of view; (2) euthanasia—societal and legal barriers; (3) abortion, eugenics, and transplantation—ethical implications; (4) informed consent, the golden rule and the history of auto-experimentation; (5) ethics of the double-blind controlled therapeutic trial; (6) behavior control and psychosurgery in a free society; (7) quality of indifference as a characteristic of the health care worker; (8) anxiety and the plight of the individual in a technocratic society. Suggested reading lists for each subject will be provided. Terms: 1 and 2. Weight: 2 or 4. *Dyer*

CFM-249(C).† Issues in Law and Medicine. A seminar involving discussion of both practical law for the physician and how social issues affect law and medicine. Emphasis will be placed on those aspects of the law which will most likely directly affect the individual as a practicing physician, including the philosophy of law; the adversary system; the physician in court; the law of malpractice, human experimentation, abortion and sterilization; forensic pathology, and forensic psychiatry. In addition, attention will be given to ancillary issues such as licensure of physicians, paramedical personnel, and hospital regulation. Terms: 2 or 4. Weight: 2. *Shaw*

CFM-255(C). University Health Services Clinic. A clinical experience aimed at providing the student with experience in diagnosis and treatment of those common illnesses comprising 80–90 percent of problems seen in a primary care practice setting. The student will work under the direction and close supervision of faculty members in the University Health Services clinic, and will have an opportunity to work with other clinic team members, such as physician’s associates and nurse practitioners. Every term. Weight: 8. *Hansen and Others*

CFM-259(C). Clerkship in Family Medicine. Students will manage patients in the ambulatory primary care setting of the Duke-Watts Family Medicine Center under supervision of faculty and resident family physicians. Emphasis is placed upon comprehensive, continuous, personal care for individuals and families. Opportunities are also available for participation in hospital management of family medicine patients at Durham County General Hospital. Terms: 1, 2, 3, 4; SI (1 place only). Weight: 8. *Kane, Parkerson, Ann Moore, Friedman*

CFM-261(C). Family Medicine Continuity Experience. Students will manage patients in the Family Medicine Center under supervision of faculty family physicians two half-days a week. Continuity of care is emphasized by providing comprehensive medical care to specific families over periods of four to eight months. Diagnostic coding and the problem-oriented record system are utilized. Terms: 1, 2, 3, 4. Weight: 4 or 8. *Parkerson, Kane, Ann Moore, Friedman*

CFM-263(C). Relating to the Patient as a Family Doctor. The doctor-patient and doctor-family relationship is studied in seminars and by use of video-playback interviews. Terms: 1, 2, 3, 4. Weight: 2. *Jim Moore, Novik, Parkerson, Kane*

CFM-265(C). Issues in Health Care Delivery. The purpose of this course is to provide medical students the opportunity to analyze certain areas in the delivery of health care through seminars and related readings. Four topics have been designated and each will be coordinated by a principle instructor with expertise in that field. The topics are access to medical care; cost of medical care; quality of medical care; and the role of the consumer in medical care. Terms: 1 and 3. Weight: 2. *Estes, Sullivan, Kane, and Salber*

CFM-267(C). Team Training for Primary Health Care Delivery. Student teams consisting of a medical, nursing, physician's associate, and health administration student will learn the team approach to the delivery of primary care in a team-oriented practice providing health care services in Parkwood, a suburban community near Durham. Medical students will be supervised by family physicians based in the clinic. Every term. Weight: 4-8. *Hamilton*

CFM-269(C). Methods of Recording and Analyzing Clinical Data. Methods of indexing patient problems are presented as a basis for research studies in medical care. Students will record problems of patients encountered on their clinical rotations and perform analyses on these data. Terms: 1 and 4. Weight: 1-4. *Parkerson, Sullivan, and Gehlbach*

Medicine

Professor: James B. Wyngaarden, M.D. (Michigan, 1948); *Chairman.*

DIVISION OF CARDIOLOGY

Professor: Andrew G. Wallace, M.D. (Duke, 1959); *Chief.*

Professors: Walter L. Floyd, M.D. (Johns Hopkins, 1954); Joseph C. Greenfield, M.D. (Emory, 1958); Robert J. Lefkowitz, M.D. (Columbia, 1966); Eugene A. Stead, Jr., M.D. (Emory, 1932); Robert E. Whalen, M.D. (Cornell, 1956).

Associate Professors: Victor S. Behar, M.D. (Duke, 1961); Fred R. Cobb, M.D. (Mississippi, 1964); John J. Gallagher, M.D. (Georgetown, 1968); Yihong Kong, M.D. (Natl. Defense Med. Center, Taiwan, 1958); James J. Morris, M.D. (State Univ., of New York, 1959); Robert H. Peter, M.D. (Duke, 1961); Robert A. Rosati, M.D. (Duke, 1967); C. Frank Starmer, Ph.D. (North Carolina at Chapel Hill, 1968); Harold C. Strauss, M.D. (McGill, 1964); Galen S. Wagner, M.D. (Duke, 1965).

Assistant Professors: John T. Baker, M.D. (Harvard, 1971); Marc G. Caron, Ph.D. (Miami, 1973); Joseph R. Kisslo, M.D. (Hahnemann Med. Coll., 1967); Barbara C. Newborg, M.D. (Johns Hopkins, 1949); Edward Pritchett, M.D. (Ohio, 1971); Olaf Von Ramm, Ph.D. (Duke, 1973); Robert Waugh, M.D. (Pennsylvania, 1966).

Associates: Edwin B. Cox, M.D. (Duke, 1971); Michael Hindman, M.D. (Illinois, 1973); J. Frederick McNeer, M.D. (Duke, 1972); Burton Silverstein, M.D. (Pennsylvania, 1970); Ali Soroush, M.D. (Univ. of Isfahan, 1956); Nancy W. Stead, M.D. (Duke, 1969).

Medical Research Associates: William M. Smith, Ph.D., (Duke, 1970); Thomas R. Snow, Ph.D. (Duke, 1971).

DIVISION OF DERMATOLOGY

Professor: Gerald S. Lazarus, M.D. (George Washington, 1963); *Chief*.

Professor: J. Lamar Callaway, M.D. (Duke, 1932).

Associate Professors: Lowell A. Goldsmith, M.D. (State Univ. of New York, 1963); Sheldon R. Pinnell, M.D. (Yale, 1963).

Assistant Professors: Robert S. Gilgor, M.D. (Pennsylvania, 1962); Brian V. Jegasothy, M.D. (Univ. of Ceylon, 1966).

DIVISION OF ENDOCRINOLOGY

Professor: Harold E. Lebovitz, M.D. (Duke, 1948); *Chief*.

Professor: Harry T. McPherson, M.D. (Duke, 1948).

Associate Professors: Jerome M. Feldman, M.D. (Northwestern, 1961); Charles Johnson, M.D. (Howard, 1963).

Assistant Professors: Marc K. Drezner, M.D. (Pittsburgh, 1970); Kenneth S. McCarty, M.D. (Duke, 1972).

Associates: Warner M. Burch, M.D. (Bowman Gray, 1971); Mark Feinglos, M.D. (McGill, 1973).

DIVISION OF GASTROENTEROLOGY

Professor: Malcolm P. Tyor, M.D. (Duke, 1946); *Chief*.

Associate Professors: Charles M. Mansbach, M.D. (New York Univ., 1963); Michael E. McLeod, M.D. (Duke, 1960); Steven H. Quarfordt, M.D. (New York Univ., 1960).

Assistant Professors: John T. Garbutt, M.D. (Temple, 1962); Jacqueline C. Hijmans, M.D. (Univ. of Leiden, 1951); Paul G. Killenberg, M.D. (Pennsylvania, 1963); Thomas T. Long, M.D. (Bowman Gray, 1966).

Associate: James K. Roche, M.D. (Pennsylvania, 1969).

DIVISION OF GENERAL MEDICINE

Professor: Patrick A. McKee, M.D. (Oklahoma, 1962); *Chief*.

Associate Professors: Frank Lecocq, M.D. (Illinois, 1954); Francis Neelon, M.D. (Harvard, 1962).

Assistant Professors: George J. Ellis, M.D. (Harvard, 1963); David B. Gilbert, M.D. (Colorado, 1965); Douglas G. Kelling, M.D. (Harvard, 1972); James Kelly, M.D. (Duke, 1970); Ramon Velez, M.D. (New York Univ., 1970).

Associates: John R. Feussner, M.D. (Vermont, 1973); Eugene Linfors, M.D. (Duke, 1971).

DIVISION OF HEMATOLOGY

Professor: Wendell F. Rosse, M.D. (Chicago, 1958); *Chief*.

Professors: John Laszlo, M.D. (Harvard, 1955); R. Wayne Rundles, M.D. (Duke, 1940); Harold R. Silberman, M.D. (Washington Univ., 1956).

Associate Professors: Harvey J. Cohen, M.D. (State Univ. of New York, 1965); Andrew T. Huang, M.D. (Taiwan, 1965).

Assistant Professors: Gerald Logue, M.D. (Pittsburgh, 1966); W. David Sedwick, Ph.D. (Pennsylvania, 1970).

Associates: Judith C. Andersen, M.D. (Jefferson, 1969); Thomas M. Bashore, M.D. (Ohio, 1972); Joseph W. Fay, M.D. (Ohio, 1972); Edward George, M.D. (Miami, 1971); Bruce Kaden, M.D. (Illinois, 1972); Russel Kaufman, M.D. (Ohio, 1973); Roger J. Kurlander, M.D. (Chicago, 1971); Joseph Moore, M.D. (Johns Hopkins, 1970); Daniel C. Scullin, M.D. (Ohio, 1970).

Medical Research Associate: Emily Reisner, Ph.D. (Case Western Reserve, 1969).

DIVISION OF INFECTIOUS DISEASE

Associate Professor: David T. Durack, M.D. (Oxford, 1973), *Chief*.

Associate Professor: John D. Hamilton, M.D. (Colorado, 1964).

Assistant Professors: Harry A. Gallis, M.D. (Duke, 1967); Robert J. Sullivan, Jr., M.D. (Cornell, 1966).

Associate: Conrad C. Fulkerson, M.D. (Missouri, 1969).

DIVISION OF NEPHROLOGY

Professor: Roscoe R. Robinson, M.D. (Oklahoma, 1954); *Chief*.

Professors: James R. Clapp, M.D. (North Carolina at Chapel Hill, 1957); J. Caulie Gunnells, M.D. (South Carolina Med. Coll., 1956); C. Craig Tisher, M.D. (Washington Univ., 1961).

Associate Professors: Robert A. Gutman, M.D. (Florida, 1962); William E. Yarger, M.D. (Baylor, 1963).

Assistant Professors: Vincent W. Dennis, M.D. (Georgetown, 1966); Robert H. Harris, M.D. (Georgia, 1966); Richard M. Portwood, M.D. (Texas, 1954).

Associate: William W. Stead, M.D. (Duke, 1973).

DIVISION OF NEUROLOGY

Associate Professor: Allen D. Roses, M.D. (Pennsylvania, 1967); *Chief*.

Professors: Albert Heyman, M.D. (Maryland, 1940); John B. Pfeiffer, Jr., M.D. (Cornell, 1942).

Associate Professors: James N. Davis, M.D. (Cornell, 1965); Ara Tourian, M.D. (Iowa, 1958).

Assistant Professors: Michael Kaufman, M.D. (Duke, 1971); James O. McNamara, M.D. (Michigan, 1968); C. Warren Olanow, M.D. (Toronto, 1965).

Associates: Louis Giron, M.D. (Washington Univ., 1968); Geoffrey Hartwig, M.D. (Duke, 1972).

DIVISION OF PULMONARY-ALLERGY

Professor: Herbert O. Sieker, M.D. (Washington Univ., 1948); *Chief*.

Professors: Charles E. Buckley, M.D. (Duke, 1954); Johannes A. Kylstra, M.D. (Univ. of Leiden, 1952); William S. Lynn, M.D. (Columbia, 1946); Herbert A. Saltzman, M.D. (Jefferson, 1952).

Assistant Professors: James D. Crapo, M.D. (Rochester, 1971); Stephen L. Young, M.D. (Univ. of California, 1968).

Associates: Henry A. Foscue, M.D. (Duke, 1968); Khalih Kariman, M.D. (Meshed, 1969); Philip W. Poth, M.D. (Tulane, 1972).

DIVISION OF RHEUMATIC AND GENETIC DISEASE

Associate Professor: Ralph Snyderman, M.D. (State Univ. of New York, Downstate Med. Ctr., 1965); *Chief*.

Professors: Grace P. Kerby, M.D. (Duke, 1946); James B. Wyngaarden, M.D. (Michigan, 1948).

Associate Professors: Edward W. Holmes, M.D. (Pennsylvania, 1967); Nicholas M. Kredich, M.D. (Michigan, 1962).

Assistant Professors: Michael S. Hershfield, M.D. (Pennsylvania, 1967); Peter F. Pepe, M.D. (Temple, 1966).

Associates: David S. Caldwell, M.D. (Bowman Gray, 1967); John R. Rice, M.D. (Miami, 1968).

Visiting Lecturer in Medicine: Mr. Tibor F. Nagey

ADJUNCT FACULTY

Professors of Experimental Medicine: Pedro Cuatrecasas, M.D. (Univ. of Washington, 1962); Gertrude B. Elion, D.Sc. (George Washington, 1969); George H. Hitchings, Ph.D. (Harvard, 1933); Robert A. Maxwell, Ph.D. (Princeton, 1954); Charles A. Nichol, Ph.D. (Wisconsin, 1949).

Assistant Professors: David W. Barry, M.D. (Yale, 1969); Richard DiAugustine, Ph.D. (Tulane, 1968); Thomas E. Eling, Ph.D. (Alabama, 1968); Gary E. R. Hook, Ph.D. (Victoria, 1968).

CLINICAL FACULTY

Clinical Professor: John R. Haserick, M.D. (Minnesota, 1941).

Associate Clinical Professor: Harold L. Godwin, M.D. (Harvard, 1947), Fayetteville, N.C.

Clinical Assistant Professors: Syed Ahmed, M.D. (Dow Med. Coll., 1967), Danville, Va.; A. Derwin Cooper, M.D. (George Washington, 1932), Durham, N.C.; Walter E. Davis, M.D. (Duke, 1966), Durham, N.C.; Thomas R. Harris, M.D. (Tennessee, 1955), Shelby, N.C.; William E. Howiler, M.D. (Med Univ. of South Carolina, 1970), Fayetteville, N.C.; John C. Lumsden, B.S. (North Carolina State Univ., 1947), Raleigh, N.C.; Arthur E. Mallette, M.D. (Meharry, 1963), Durham, N.C.; Jesse Roberts, M.D. (Louisiana, 1961), Winston-Salem, N.C.; Charles W. Styron, M.D. (Duke, 1938), Raleigh, N.C.;

Abe Walston, M.D. (Duke, 1963), Durham, N.C.; Khye Weng, M.D. (Univ. of Malaya, 1956), Durham, N.C.; Edward S. Williams, M.D. (North Carolina at Chapel Hill, 1954), Durham, N.C.

Clinical Associates: Sherwood W. Barefoot, M.D. (Duke, 1938), Greensboro, N.C.; Woodrow W. Batten, M.D. (Bowman Gray, 1944), Smithfield, N.C.; Robert B. Bomberg, M.D. (Colorado, 1964), Durham, N.C.; Wayne D. Brenckman, M.D. (Yale, 1963), Durham, N.C.; Robert A. Buchanan, M.D. (Bowman Gray, 1969), Durham, N.C.; John R. Bumgarner, M.D. (Med. Coll. of Virginia, 1939), Raleigh, N.C.; Calvert R. Busch, M.D. (Med. Coll. of Wisconsin, 1969), Asheville, N.C.; George W. Crane, M.D. (Northwestern, 1946), Durham, N.C.; Frank P. Dalton, M.D. (Duke, 1960), Durham, N.C.; Michael S. Entmacher, M.D. (Duke, 1968), Durham, N.C.; Walter C. Fitzgerald, M.D. (Virginia, 1943), Danville, Va.; Harvey E. Grode, M.D. (Duke, 1960), Durham, N.C.; John H. Hall, M.D. (Duke, 1964), Greensboro, N.C.; Michael A. Hamilton, M.D. (Rochester, 1964), Durham, N.C.; Mark L. Highman, M.D. (California at San Francisco, 1970), Asheville, N.C.; H. LeRoy Izlar, M.D. (Duke, 1948), Durham, N.C.; George E. Koury, M.D. (Tulane, 1944), Burlington, N.C.; Stanley Levy, M.D. (Georgetown, 1971), Durham, N.C.; Thomas D. Long, M.D. (Bowman Gray, 1952), Roxboro, N.C.; Emmett S. Lupton, M.D. (New York Univ., 1938), Greensboro, N.C.; John A. Lusk, M.D. (Alabama, 1951), Greensboro, N.C.; Isaac H. Manning, Jr., M.D. (Harvard, 1935), Durham, N.C.; Joseph P. McCracken, M.D. (Duke, 1938), Durham, N.C.; Edmond Miller, M.D. (Duke, 1956), Durham, N.C.; W. S. Miller, M.D. (North Carolina at Chapel Hill, 1961), Raleigh, N.C.; John A. Moore, M.D. (Med. Coll. of Virginia, 1948), Greensboro, N.C.; James R. O'Rourke, Jr., M.D. (Kentucky, 1966), Durham, N.C.; Henry T. Perkins, M.D. (Duke, 1957), Raleigh, N.C.; Vade G. Rhoades, M.D. (Bowman Gray, 1960), Goldsboro, N.C.; Jack G. Robbins, M.D. (Duke, 1948), Durham, N.C.; Richard J. Rosen, M.D. (George Washington, 1955), Greensboro, N.C.; Mehrdad M. Sahba, M.D. (Isfahan Faculty of Med., Iran, 1957), Durham, N.C.; William V. Singletary, M.D. (Duke, 1943), Durham, N.C.; Allen D. Smith, M.D. (Georgia, 1937), Durham, N.C.; John P. Stratton, M.D. (Harvard, 1961), Durham, N.C.; William G. Wysor, M.D. (Virginia, 1950), Durham, N.C.

Required Courses

The Department of Medicine traditionally has the responsibility of preparing students for a lifetime of learning as they give care to patients who ask them for help. The first step is to begin to think and act like a doctor.

MED-201—Introduction to Clinical Medicine—a course in the first year prepares the student to take an active role in patient care. The course is designed to introduce students to the methods involved in obtaining information about patients and their problems by means of accurate and complete history taking and performance of physical and laboratory examinations. Early in the course, students are taught the methods used in patient interviewing, the essentials of examination of various organ systems, and the techniques and meaning of the hematological and other laboratory examinations by means of introductory lectures and experience with patients on the ward and in the laboratory. Information obtained in the other first year courses is correlated with clinical manifestations of health and disease. The abnormalities found in the physical examination of certain organ systems are correlated with the abnormalities of laboratory values found. Patient conferences are used to demonstrate the value of obtaining all data about patients to solve their problems. Students are expected to learn to do this for patients with whom they have contact during ward sessions.

MED-205—the basic course in medicine for all students is the eight-week clinical clerkship in the second year. Students' desire to give good care is the motive which drives them to excellence. The student learns to identify problems of the patient and marshal the information obtained by past training. The student recognizes and attempts to focus the data learned from the basic sciences to specific clinical problems. Using patients as a means of integration, students should continue reading in anatomy, physiology, microbiology, pharmacology, and biochemistry. Problems encountered are discussed with fellow students, interns, residents, and senior staff to gain familiarity with ideas and concepts by actively manipulating them.

The goal of the Department of Medicine is for students to have as many learning experiences as possible by active participation. It is hoped that they will enjoy these learning experiences so much that they will continue them as long as

they see patients. The goal is not to cover the entire field of medicine. Students will engage in extensive postdoctoral clinical or research training. The aims are to assist students in acquiring clinical skills and learning habits that will enable them to identify and solve new problems as they are encountered.

In caring for patients with ill-defined genetic and acquired differences with numerous unknown variables, many erroneous conclusions may be made. Students must learn to examine carefully oral and written statements, and inquire of all authorities the source of data which underlie their conclusions. One way for students to learn the difficulties in drawing accurate conclusions about biological systems is to give them opportunities to establish facts on the basis of their own research. This is a very effective method of teaching. The intellectual discipline involved better prepares the future clinician for the role of a lifetime of learning and enables academically oriented students to assess their own potentialities for investigative careers.

The second-year course in medicine is aimed at providing students with the basic tools used in the practice of medicine. This is the time when they should consolidate the material learned during the first year and apply it to the study of their own patients. During a brief eight-week course it is not possible to cover the entire body of knowledge of internal medicine. Therefore, students are provided with a series of representative learning experiences based on the case study method. The goals are to teach methods of approach to patients and to provide a firm foundation for the solution of new medical problems as they are encountered in the months and years ahead.

Specific expectations of sophomore students are: (1) To obtain and carefully record meaningful histories and perform physical examinations on two or three patients each week. On the day of admission the student will review and compare findings with the responsible intern or resident. Difference of opinions should be discussed and, when possible, resolved by a return to the bedside. The following day students will present their data to the attending physician. The presentation should be well organized (with the help of the resident), and the presented illness should include a carefully reasoned documentation of the events in chronological order which led to the patient's hospitalization. It should contain pertinent facts leading to the most likely diagnosis and also the pertinent negative facts which weigh against a possible alternative diagnosis. (2) To examine their patients repeatedly and reflect on the diagnostic and therapeutic management. It is their responsibility to understand the objectives and to know the results and the interpretation of all diagnostic tests applied to their patients. They will actually perform as many of the necessary tests as possible and record their interpretations in frequent progress notes. (3) To read widely on topics related to their patients, particularly in applicable basic sciences to understand disease mechanisms. They should begin with the descriptions in standard textbooks of medicine which serve as a useful introduction to the subject. Special aspects of the patient's problem should be pursued in basic science or other textbooks, in monographs, or in relevant journals. (4) To know in depth those diseases present in their own patients, including different diagnostic features which distinguish those conditions from related diseases. At this stage of training they are not expected to have equivalent depth of knowledge of diseases that they have not yet encountered, but are responsible for knowing the major points about patients presented in rounds or at the various noon conferences. Principles of therapy should be understood, but details of drug regimens are better left for subsequent experiences. Students are encouraged to participate actively in all teaching exercises on the ward, whether or not their own patients are being discussed.



Electives

MED-202(C). Introduction to Clinical Neurology. Overall view of clinical neurology for nonspecialists. Emphasis on clinical techniques in neurologic examination, approaches to neurologic diagnosis and anatomic, pathologic and physiologic basis for localization of neurologic lesions. Electroencephalogram and neurooentgenogram interpretation. Common neurologic disturbances at bedside conferences. Includes neurology, neurosurgery, staff conferences, and patient presentation. Terms: 1, 2, 3, and 4. Weight: 2. *Roses and Neurology Staff*

MED-204(C). Neurology Tutorial. A view of neurology with a clinical or basic science emphasis, depending on student interest. Supervised examination of neurologic patients, discussion seminars, and a guided program of reading. Course especially for students planning careers in phychiatry, neurosurgery, internal medicine, orthopaedics or neurology. Terms: 1, 2, 3, 4. Weight: 4. *Roses, Tourian, Olanow, Kaufman, and Hartwig*

MED-206(C). Clinical Clerkship in Neurology. A clerkship in clinical neurology emphasizing diagnosis and therapy of neurologic diseases. The students will participate in inpatient and outpatient workups, teaching conferences, and diagnostic studies. Every term. Weight: 4-8. *Roses and Neurology Staff*

MED-207(C). Advanced General Medicine. Students are assigned to inpatient or outpatient medical services, or emergency ward, and are responsible for patients assigned to them. They will learn about disease and its management through the staff and consultants directly concerned with the patients. Every term. Weight: 8. *Wyngaarden and Staff*

MED-209(C). Allergy and Respiratory Diseases. Course provides training in the clinical and laboratory aspects of allergic and respiratory illnesses. Rounds, seminars, and conferences are held throughout the week for instruction in allergy, clinical immunology, basic immunology, pulmonary function evaluation, pulmonary physiology, chest radiology, pulmonary pathology, bronchoscopy, and acute care. Students will do their work on the consult, clinical, or MICU services. The course may be individualized to meet requirements of the student. Every term. Weight: 4 or 8. *Sieker, Buckley, Cooper, Kylstra, Pratt, Saltzman, Crapo, Young, Kariman, and Foscue*

MED-210(C). Advanced General Medicine, Durham County General Hospital. Under the supervision of the junior assistant resident, the student will assume prime responsibility for the care of five to seven patients admitted to the teaching service at DCGH. Teaching input will come from the division of General Medicine (Duke) and the physicians whose patients are admitted to DCGH. Every term. Weight: 8. *Neelon, McKee, Ellis, Gilbert, Lecocq, Kelly, and Velez*

MED-211(C). Advanced General Medicine in a Community Hospital (Cabarrus Memorial Hospital, Concord, N. C.). The student will be responsible for the management of inpatients under the supervision of a senior resident and the senior staff and will also be introduced to the management of patients by community physicians on an outpatient basis. Students interested in taking the course must apply and be interviewed for acceptance. Every term. Weight: 9. *Wagner, Long, and Kelling*

MED-212(C). Talking to Patients. Each week the instructor will interview, before the class, a patient previously unknown to demonstrate the principles of medical interview. Together the class will identify the clinical problems revealed by the interview. Each week a subgroup of the class will be responsible for some fundamental aspect of these problems and present what they have learned during

the first hour of the next week's class. Basic medical sciences should be the foundation of the student presentations. Terms: 1-2 or 3-4. Weight: 1 or 2.
Neelon

MED-215(C). Clinical Dermatology. Students will be integrated into the dermatology program for one month. They will attend public and private outpatient clinics at Duke Hospital and the Veterans Administration Hospital. They will participate in inpatient teaching rounds, the clinical diagnostic conference, pathology conference, and basic science seminar. The course is designed to teach elements of dermatological diagnosis, management, and pathophysiology. Every term. Weight: 4. *Lazarus, Callaway, Gilgore, Goldsmith, Jegasothy, Pinnell, and Resident Staff*

MED-216(C). Clinical Dermatology. Student will be given a series of two lectures weekly using 35 mm. Kodachromes to illustrate both clinical conditions and microscopic sections of the pathologic changes in an effort to understand the pathologic physiology of dermatologic disorders and thus management and treatment. Patient demonstrations will be made one-half day to greatly enhance clinical experience. Lecture and demonstration course only. See MED-215(C) for course offering 4 credits. Term: 3. Weight: 2. *Lazarus, Callaway, Gilgore, Goldsmith, Pinnell, and Jegasothy*

MED-217(C). Gastroenterology. The role of the gastrointestinal tract and liver in health and disease is emphasized through use of liver and small bowel biopsy with morphological, biochemical, and physiological studies in the daily diagnosis and care of patients hospitalized on the gastroenterology inpatient service and general wards of Duke and V.A. Hospitals. Every term. Weight: 4 or 8. *Tyor, Garbutt, Mansbach, McLeod, Quarfordt, and Killenberg*

MED-221(C). Metabolism and Endocrinology. A general course in which the whole patient is approached from an endocrine point of view. Clinical and laboratory diagnosis and titration of therapy are facilitated by the use of a standard data base and study of appropriate flow sheet parameters. The student participates in the evaluation and management of both inpatients and outpatients. Alternatives for eight credits include the V.A. consultation service, the Duke Staff and Clinical Research Unit Service, and the Duke Private Service Staff outpatient clinic and all endocrine conferences are attended on each service. A 4-credit option (four weeks) allows one student to choose Drs. Ellis, Johnson, or McPherson as the clinical preceptor. The student will care for private inpatients and both staff and private outpatients under the preceptor's guidance. This option must be scheduled by the student with the preceptor before registering for the course. Every term. Weight: 4 or 8. *Lebovitz, McPherson, Ellis, Feldman, Neelon, Johnson, and Drezner*

MED-227(C). Rheumatic and Genetic Diseases. The student acquires experience indepth in the recognition and care of patients with generalized connective tissue diseases and metabolic arthropathies. The student works up and follows patients on wards and in the clinic. Daily rounds with the staff extend the experience. Specialized laboratory and clinical techniques are learned. Full time eight weeks recommended. May be taken for 4 units of credit with permission. Every term. Weight: 4 or 8. *Snyderman, Caldwell, Hirshfield, Holmes, Kerby, Kredich, Pepe, Rice, and Wyngaarden*

MED-229(C). Nephrology. Fundamental and clinical aspects of nephrology, renal physiology, hypertension, renin-angiotensin metabolism, and disorders of salt and water metabolism. Full clinical participation on inpatient and outpatient services and the dialysis-transplantation service is offered. Attendance at several scheduled rounds, conferences, and seminars is required. Every term. Weight: 4 or

8. Robinson, Clapp, Dennis, Gallis, Gunnells, Gutman, Harris, Portwood, Stead, Tisher and Yarger

MED-230(C). Clinical Hematology and Oncology (V.A. Hospital). This course provides a broad exposure to hematologic and oncologic disorders. As a member of the section the student actively participates in the following: (1) hematology-oncology consultation service for the V.A. wards, (2) biweekly hematology outpatient clinic, (3) management of inpatients with specific hematologic disorders. The wide variety of disorders seen includes leukemias, lymphomas, anemias, bleeding disorders, gammopathies, etc. An opportunity is provided for the student to learn and perform the specialized clinical and laboratory techniques involved in the evaluation of these patients. Ample time is available for contact with the hematology staff and library research. Every term. Weight: 8. *Logue, George, Cohen, Stead, Moore, and Scullin*

MED-231(C). Clinical Hematology and Oncology (Duke Hospital). Students are given a unique opportunity to participate actively in care and study of patients with wide variety of hematologic diseases, anemias, bleeding disorders, leukemias, lymphomas, secondary gout, etc. Systematic, quantitative clinical evaluation, and basic techniques of blood and marrow examination, serum and urine protein studies are emphasized. Every term. Weight: 8 (4 with permission of Dr. Rosse). *Rosse, Rundles, Silberman, Miller, Huang, Davis, Laszlo, Anderson, Moore, Fay, and Cox*

MED-236(C). Research Topics in Endocrinology and Metabolism. Research training and experience in the field of endocrinology and metabolism. This is arranged individually between the student and a specific member of the endocrine staff. Every term. Weight: 8. *Lebovitz, Feldman, Neelon, and Staff*

MED-242(C). Clinical Cardiology (Duke). Considerable experience in the clinical aspects of cardiovascular disease is provided the student by participation in patient care, consultations, Cardiac Care Unit and adult Cardiac Catheterization Laboratory. Specific experience is available in learning to read electrocardiograms and vectorcardiograms, as well as in learning about echocardiography. Three, two-hour teaching conferences every week in arrhythmias, hemodynamics, and cardiovascular radiology and pharmacology complement the learning experience. Emphasis will be placed on bedside teaching, correlating cardiac physical diagnosis and cardiac catheterization hemodynamics. The eight-week rotation at present consists of three weeks on the consultation service where EKG and VCG are read, consultants seen, and patients presented to the senior staff; two weeks on the Cardiac Care Unit (one student with each of two residents) and three weeks in the Cardiac Catheterization Laboratory where daily bedside teaching and correlation with cardiac catheterization and heart surgery findings are stressed. Every term. Weight: 8. *Peter, Wallace, Wagner, Chen, Kong, Strauss, Pritchett, and Orgain*

MED-243(C). Clinical Cardiology. Each student will be assigned to a senior faculty member whose primary responsibility is patient care and consultative cardiology. The student will share in the responsibilities along with, and under, the supervision of the senior cardiologist, cardiology fellow, and cardiology intern. Knowledge should be gained in electrocardiography, vectorcardiography, and treadmill exercise training. Each week, the student will attend an X-ray conference, hemodynamic conference, arrhythmia conference, pharmacology conference, and cardiac catheterization surgery. There are two weeks of afternoon bedside teaching for 1 to 2 hours examining patients undergoing cardiac catheterization or open heart surgery. Evaluation, treatment, and follow-up of the cardiology patients will include those on the cardiology ward, cardiology clinics, and cardiac care unit. Every term. Weight: 4. *Peter, Floyd, Whalen, Chen, Kong, Wagner, and Strauss*

MED-244(C). Clinical Cardiology (V.A. Hospital). Fundamentals of clinical cardiology, including physical diagnosis of the cardiovascular system, normal and pathologic cardiovascular physiology, electrocardiography, vectorcardiography, and indirect diagnostic techniques in cardiology. Supervised electrocardiographic interpretation sessions meet daily, and diagnostic and therapeutic clinical cardiology is emphasized during daily consultation rounds with senior staff. Patient oriented physical diagnosis teaching sessions meet twice weekly. Four weeks on the Coronary Care Unit, and one week in association with the Cardiac Catheterization Laboratory. Every term. Weight: 8. *Greenfield, Cobb, Bashore, Baker, and Silverstein*

MED-245(C). Coronary and Intensive Care Medicine. This is offered as an elective for the fourth year medical student who would like to spend time learning coronary and intensive care medicine within the setting of a community hospital. Emphasis is on cardiovascular medicine but there is a broad range of intensive care experience included. The fourth year student will work on a team with a medical senior assistant resident and will share night call every fourth night as the primary contact for new admissions to the medical intensive care unit and coronary intensive care unit at Durham County General Hospital. Teaching sessions are held four times weekly with emphasis on clinical material. Every term. Weight: 8. *Kelly*

MED-250(C). Clinical Allergy-Immunology. The specialist in allergy-immunology relies heavily on the use of laboratory techniques as an aid to patient evaluation. This elective is designed to familiarize the student with the clinical uses of the allergy-immunology laboratory. The course is oriented toward clinical, important departures from normal immune function. Precepted experience is provided in the evaluation of patients with impaired host resistance, hypersensitivity, autoimmunity, heightened susceptibility to neoplasia, and other immune disorders. Participation in clinically applicable immunoserologic methods is a part of the required course work experience. Selected readings, including a critical awareness of the recent literature, are used to gain an understanding of specific clinical problems. Terms: 1 or 2. Weight: 8. *C. E. Buckley*

MED-252(C). Physiology of Nephrology. This course is composed of lectures designed to provide insight into the pathophysiology of clinical fluid and electrolyte problems. An attempt is made to integrate established physiologic principles into an analysis of common clinical problems. It is the intent of this course to equip the student with sufficient general information to permit adaptation of fluid and electrolyte therapy to the great variety of specific patient-related problems which will be encountered as a house officer. Terms: 1 or 3. Weight: 1. *Clapp and Gutman*

MED-254(C). Enterohepatic Circulation and Lipoprotein Metabolism. There will be detailed explorations of biological and related clinical aspects of hepatic and intestinal functions. The course will be structured chiefly through lectures and relevant patient presentations. Term: 1. Weight: 2. *Tyor, Lack, Quarfordt, McLeod, Mansbach, Garbutt, and Killenberg*

MED-256(C). Ambulatory Patient Care. Students are assigned to the outpatient department and the emergency room and will see patients assigned to them and to colleague house officers. An individualized outpatient/emergency room schedule may be designed which will permit the student to have a specific balance of patients with acute and chronic illness. Every term. Weight: 1-8. *McKee and Staff*

MED-257(C). Multidisciplinary Approach to Pulmonary Disease. Each week a different area of pulmonary disease will be taught from multiple viewpoints, utilizing lectures from a variety of sources including medicine, thoracic

surgery, radiology, pathology, and pediatrics. This course is designed to complement clinical experience on the related full-time electives. Every term. Weight: 2. *Foscue and Crapo, Pulmonary Medicine Staff, Thoracic Surgery Staff, Radiology Staff, Pediatric Staff, Dr. Pratt*

MED-258(C). Introduction to Diseases of the Lung. The course is designed to provide a broad experience in the clinical and laboratory diagnosis of lung diseases. Emphasis will be placed on correlations of functional, radiologic, and pathologic data with disease processes. Every term. Weight: 8. *Collins, Pratt, Saltzman, Sieker, Lynn, and Foscue*

MED-260(C). Clinical Infectious Disease. This course will provide experience in the clinical and laboratory diagnosis of infectious diseases and their therapy. Emphasis will be placed on learning through active participation in infectious disease consultations and library research. Every term. Weight: 4 or 8. *Gallis, Hamilton, Suydam Osterhout, Zwadyk, Durak, and Klein*

MED-262(C). Diabetes Mellitus: A Camping Experience. Carolina's Camp for Diabetic Children provides a camping experience for 100 children annually. Medical support is provided by medical and nursing students and dietetic interns, under University staff supervision. Each student is directly responsible for the management of one cabin of campers. The student participates in infirmary duty, prepares one of the daily staff seminars, and joins in the general camp activities. Room and board provided. Also offered in Nursing School. (Must be cleared in advance with Dr. Ellis, since students from other schools are also accepted.) Summer Term I and Summer Term II. Weight: 2. *Ellis and Skyler*

MED-264(C). Computer Aided Instruction in Clinical Neurology. The computer program simulates the patient-physician encounter of clinical practice. The purpose of the program, which includes a wide variety of cases in ten major areas of neurology, is to teach the student the efficient and economical utilization of laboratory procedures, and the branching logic necessary in accurate neurologic diagnosis. Terms: 1, 2, 3, and 4. Weight: 2. *Roses and Heyman*

MED-266(C). Essentials of Rheumatic Disease. The purpose of this course is to give medical students the opportunity to review in the most concise and efficient manner the basic essentials of clinical rheumatic disease. The emphasis will be on clinical diagnosis and management. Term: 1. Weight: 1. *Pepe*

MED-268(C). Psychosocial Aspects of Medical Illness. Seminars and supervised clinical experiences on the medical wards and clinics will be used to provide the student with knowledge of basic principles and practical clinical skills relevant to determining the role of psychosocial factors in the etiology and course of physical disease in man. Also listed as PSC-268(C). Every term. Weight: 2. *Williams*

Microbiology and Immunology

James B. Duke Professor: Wolfgang K. Joklik, D. Phil. (Oxford, 1952), *Chairman*.

James B. Duke Professor: D. Bernard Amos, M.D. (Guy's Hospital, London, 1963).

Professors: Richard O. Burns, Ph.D. (Illinois, 1962); Eugene D. Day, Ph.D. (Delaware, 1952); Richard S. Metzgar, Ph.D. (Buffalo, 1959); Wendell F. Rosse, M.D. (Chicago, 1958); Suydam Osterhout, M.D. (Duke, 1949), Ph.D. (Rockefeller Inst., 1959); Robert W. Wheat, Ph.D. (Washington Univ., 1955); Hilda P. Willett, Ph.D. (Duke, 1949).

Adjunct Professors: James J. Burchall, Ph.D. (Illinois, 1963); John E. Larsh, Jr., Sc.D. (Johns Hopkins, 1943).

Associate Professors: Dani P. Bolognesi, Ph.D. (Duke, 1967); Rebecca H. Buckley, M.D. (North Carolina at Chapel Hill, 1958); Peter Cresswell, Ph.D. (London, 1971); Jeffrey Dawson, Ph.D. (Case Western Reserve, 1969); Dolph Klein, Ph.D. (Rutgers, 1961); David J. Lang, M.D. (Harvard, 1958);

Nelson L. Levy, M.D. (Columbia, 1967), Ph.D. (Duke, 1973); Harvey J. Sage, Ph.D. (Yale, 1958); David W. Scott, Ph.D. (Yale, 1969); Hilliard F. Seigler, M.D. (North Carolina at Chapel Hill, 1960); Ralph E. Smith, Ph.D. (Colorado, 1968); Ralph Snyderman, M.D. (State Univ. of New York, Downstate Med. Center, 1965); Thomas C. Vanaman, Ph.D. (Duke, 1968); Frances E. Ward, Ph.D. (Brown, 1965); Catherine M. Wilfert, M.D. (Harvard, 1962); Peter J. Zwadyk, Ph.D. (Iowa, 1971); Hendrik J. Zweerink, Ph.D. (Cornell, 1967).

Associate Research Professor: Sara E. Miller, Ph.D. (Georgia, 1972).

Assistant Professors: Charles E. Buckley III, M.D. (Duke, 1954); Jeffrey J. Collins, Ph.D. (Harvard, 1972); Sharyn Endow, Ph.D. (Yale, 1975); Linda R. Gooding, Ph.D. (Cornell, 1972); Gale B. Hill, Ph.D. (Duke, 1966); Hillel S. Koren, Ph.D. (Freiburg and Max Planck Inst., 1971); Peter K. Lauf, M.D. (Freiburg, 1960); Jonathan P. Leis, Ph.D. (Cornell, 1971); Thomas G. Mitchell, Ph.D. (Tulane, 1971); Joseph L. Wagner, Ph.D. (North Carolina at Chapel Hill, 1972); Samuel A. Wells, Jr., M.D. (Emory, 1961).

Assistant Medical Research Professors: John Cambier, Ph.D. (Iowa, 1975); Ronald B. Corley, Ph.D. (Duke, 1975); M. Vickers Hershfield, Ph.D. (Georgetown, 1973); Shyuan Hsia, Ph.D. (Washington, 1968); Armead H. Johnson, Ph.D. (Baylor, 1971); Nancy Mendell, Ph.D. (North Carolina at Chapel Hill, 1972); Emily G. Reisner, Ph.D. (Case Western Reserve, 1969), Ph.D. (Duke, 1971); W. David Sedwick, Ph.D. (Pennsylvania, 1970).

Adjunct Assistant Professors: Lynn P. Elwell, Ph.D. (Oregon, 1974); Lorraine Flaherty, Ph.D. (Cornell, 1973); John K. Whisnant, Jr., M.D. (Wake Forest, 1968).

Associate: Harry A. Gallis, M.D. (Duke, 1967).

Medical Research Associates: Jonathan C. Graff, Ph.D. (Maryland, 1971); Joseph K.-K. Li, Ph.D. (California at Los Angeles, 1974).

Lecturer: Darell D. Bigner, M.D. (Duke, 1965).

Instructor: A. Proctor, M.S.

Research Associates: J. Anderson, Ph.D., D. Bullard, M.D., M. Cooley, Ph.D., B. Dowell, Ph.D., R. Gutman, Ph.D., E. Hayes, Ph.D., A. Hess, Ph.D., D. Iglehart, M.D., J. Jandinski, D.M.Sc., M. Kall, Ph.D., R. Kim, Ph.D., L. Lachman, Ph.D., P. Lee, Ph.D., C. Long, Ph.D., P.P.C. Mertens, D.Phil., J. Sheridan, Ph.D., K. Singer, Ph.D., L. Strauss, Ph.D., M. Venkataman, Ph.D., M. Verghese, Ph.D., C. Whisnant, Ph.D., M. Wiesemann, Ph.D., L. Wright, Ph.D., K. Yamashita, Ph.D.

Required Course

MIC-200—the core course for all freshman medical students—is given in the second semester of the first year. An intensive study is made of the common bacteria, viruses, fungi, and parasites which cause disease in man. The didactic portion of the course focuses on the nature and biological properties of microorganisms causing disease, the manner of their multiplication, and their interaction with the entire host as well as specific organs and cells. The nature of induced immune processes by active and passive immunization and chemotherapy are included.

The laboratory portion of the course is designed to acquaint students with the methods and procedures employed in bacteriological laboratories, to provide the basis for an understanding of cell-virus interactions and to demonstrate the nature of the more common pathogenic fungi and parasites. Clinical case histories are presented by the clinical staff to correlate this course with patient care.

Electives

MIC-242(B).^{*} Mechanisms of Host-Parasite Interaction and Microbial Pathogenicity. A lecture-seminar course on the principles and problems of host-parasite interactions at the cellular and molecular level. Emphasis will be on the roles of microbial structures and products in the virulence and pathogenesis of acute, chronic, and toxigenic infectious disease systems. Terms: 3 and 4. Weight: 2. *Wheat*

MIC-252(B).^{*} General Virology and Viral Oncology. The first half of the course will be devoted to a discussion of the structure and replication of mammalian and bacterial viruses. The second half will deal specifically with tumor viruses, which will be discussed in terms of the virus-cell interaction, the relationship of virus infection to neoplasia, and the role of the immunological

response to tumor virus infection. The viral oncology part of the course may be taken for half credit in term 4. In this case, the permission of the instructors is required. Terms: 3 and 4. Weight: 4. *Zweerink, Smith, and Joklik*

MIC-282(B).* **Molecular Microbiology.** A study of the structure, growth, and replication of bacteria with a detailed analysis of informational and catalytic macromolecules. Major topics discussed are biochemistry and function of structural components, genetic and metabolic regulatory mechanisms, RNA and protein synthesis, and the enzymology of DNA replication. Terms: 1 and 2. Weight: 4. *Burns, Leis, and Vanaman*

MIC-291(B). **Basic Immunology.** Structure and function of immunoglobulins. Characteristics of synthetic and natural antigens. Specificity and cross-reactivity. Methods of immunologic analysis. Cellular aspects and kinetics of antibody formation. Forms of immunologic responsiveness and unresponsiveness. Cellular cooperation. Elicitation and control of immune response. Terms: 1 and 2. Weight: 4. *Scott, Dawson, Snyderman, and Amos*

MIC-296(B).* **Immunochemistry.** The structures, bioassembly, and reactions of the immunoglobulins. Primary and conformational aspects of the immunoglobulin chains—sequences, subgroups, domains, allotypes, evolution. The antibody binding site—location, specificity, idiotypes antigen accommodation. Affinity, heterogeneity, homogeneous binding, kinetics. Sequential, conformational, and quaternary determinants. Active centers of multivalent antigens. The immune responses, affinity and immunoselection, T and B cells. Terms: 3 and 4. Weight: 3. *Day, Cresswell, Dawson, and Sage*

MIC-301(B). **Principles of Infectious Disease.** A lecture and seminar course to familiarize students with the basic biologic concepts, the pathogenesis, and the clinical manifestations of infectious diseases caused by bacteria and viruses. The host defenses to infectious agents including the acute inflammatory response and humoral and cellular immunity, and current and future trends in the development of vaccines and antimicrobial and antiviral agents will also be discussed. Diseases caused by fungi and parasites will be covered briefly. Terms: 1–2. Weight: 6. *Wilfert, Zweerink, Daniels, Smith, Gutman, Lang, Mitchell and Frothingham*

MIC-306(B). **Clinical Microbiology-Immunology.** A bench-training course in methods used in clinical microbiology stressing isolation and characterization of clinically significant microorganisms. Every term. Weight: 8. *Klein and Zwadyk*

MIC-325(B).* **Medical Mycology.** Comprehensive lecture and laboratory coverage of all the fungi pathogenic for humans. Practical aspects as well as future trends in the mycology, immunology, diagnosis, pathogenesis, and epidemiology of each mycotic agent will be explored. There will be several invited lecturers, each an internationally recognized scientist, discussing their particular areas of mycological expertise and current research. Term: month of July. Weight: 4. *Mitchell*

MIC-330(B).* **Medical Immunology.** A course designed to present the basic concepts of immunology as they relate to human disease. Emphasized will be tumor immunology, autoimmunity, neuroimmunology, immunohematology, and immunologic deficiency diseases. Case presentations when appropriate. Terms: 3 and 4. Weight: 6. *Levy, C. Buckley, R. Buckley, Snyderman, and Rosse*

MIC-336(B).* **Immunogenetics.** Basic concepts in genetic transmission, recombination, regulation. Elementary population genetics. Antigens of tissues and organs, distribution, extraction, and chemistry. Phylogeny of isoantigenic systems of man and animals. Tests for histocompatibility including lymphocyte

interactions and reactivity. Change in antigenicity and immune responsiveness in carcinogenesis. Immunologic factors in pregnancy and in homotransplantation of organs. Terms: 1 and 2. Weight: 2. *Amos and Ward*

MIC-339(B). Diagnostic Microbiology and Infectious Disease. Introduction to the methods for the laboratory diagnosis of infectious disease and their clinical application. Basic biologic and clinical aspects will be correlated in a seminar-lecture format. Term: every term except Summer Term 1. Weight: 2. *Suydam Osterhout*

MIC-346(B).^{*} Fundamentals of Histocompatibility Testing. A theoretical and laboratory course designed to provide a basic and practical knowledge of current methods of donor selection for bone marrow and organ transplantation. Topics would include identification of HL-A specificities, HL-A genotyping, mixed lymphocyte culture reactions, lymphocyte responses to mitogens and antigens, lymphocyte-antibody-lymphocyte reactions, lymphocyte and mixed agglutination, cross-match techniques, and data storage and retrieval. Terms: 1 and 2. Weight: 3-8. *Amos*

MIC-399(B). Preceptorship in Microbiology and Immunology. An individual reading and/or laboratory course in specialty areas supervised by an individual faculty member. Acceptance, nature of topic, and amount of credit by individual arrangement with proposed faculty member. Every term. Weight: 1-8 per 8 weeks. *Microbiology and Immunology Staff*

MIC-403(B). Investigative Problems in Disease Caused by Viruses, Mycoplasmas, Bacteria, and Fungi. Introduction to techniques for research with viruses, mycoplasmas, bacteria, and fungi; clinical experience with infectious diseases related to the investigative programs. The student will be involved in some aspect of laboratory research, and should consult with the investigator with whom work will be done prior to signing up for the course. Every term. Weight: 8. *Lang, Wilfert, Gutman, Hamilton, and Gallis*

MIC-405(B). Research in Immunoematology. The course is designed to provide the opportunity for students to select a project involving immunoematologic techniques and to pursue, through original research, the project conclusion. In particular, projects concerned with complement, red cell lysis, and red cell antigens will be stressed. Close supervision will be provided. Weekly seminars in immunoematology will be held. Library readings will be stressed. Terms: 1, 2, 3, or 4. Weight: 6-8. *Rosse*

MIC-411(B).^{*} Molecular and Cellular Bases of Development and Differentiation. Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *McCarty, Counce, Kaufman, and Padilla*

Obstetrics and Gynecology

Professor: Roy T. Parker, M.D. (Med. Coll. of Virginia, 1944), *Chairman*.

Professors: William T. Creasman, M.D. (Baylor, 1966); Arthur C. Christakos, M.D. (Med. Coll. of South Carolina, 1955); M. Carlyle Crenshaw, Jr., M.D. (Duke, 1956); Charles B. Hammond, M.D. (Duke, 1961); Charles H. Peete, Jr., M.D. (Harvard, 1947)

Associate Professors: Nels Anderson, Ph.D. (Purdue, 1964); George W. Brumley, M.D. (Duke, 1960); Stanley A. Gall, M.D. (Minnesota, 1962); Marcos J. Pupkin, M.D. (Univ. of Chile, 1960); David W. Schomberg, Ph.D. (Purdue, 1965); Lee Tyrey, Ph.D. (Illinois, 1969).

Associate Clinical Professors: James L. Allen, M.D. (Emory, 1965); Rudy W. Barker, M.D. (North Carolina at Chapel Hill, 1967); David B. Crosland, M.D. (North Carolina at Chapel Hill, 1958); John L. Currie, M.D. (North Carolina at Chapel Hill, 1967); Jerry Lee Danford, M.D. (Duke, 1967); Eleanor B. Easley, M.D. (Duke, 1944); Carl A. Furr, Jr., M.D. (North Carolina at Chapel Hill, 1958); Arned L. Hinshaw, M.D. (Duke, 1964); Clayton J. Jones, M.D. (Tennessee, 1952); Richard L. Lassiter, M.D. (North Carolina at Chapel Hill, 1965); Richard L. Pearse, M.D. (Harvard, 1931); Kenneth A. Podger, M.D. (Duke, 1941); E. Frank Shavender, M.D. (North Carolina at Chapel Hill, 1968); Joseph A. Stephens, M.D. (Pittsburgh, 1952); Thomas A. Stokes, Jr., M.D. (Duke, 1955).

Assistant Professors: W. Allen Addison, M.D. (Duke, 1960); Lillian R. Blackmon, M.D. (Arkansas, 1963); Gale Hill, Ph.D. (Duke, 1966); Frederick Jelovsek, M.D. (Michigan, 1969); John F. Steege, M.D. (Yale, 1972); Selman I. Welt, M.D. (North Carolina at Chapel Hill, 1972); R. Herbert Wiebe, M.D. (Saskatchewan, 1962).

Assistant Clinical Professors: Trogler F. Adkins, M.D. (Duke, 1936); John V. Arey, M.D. (Harvard, 1946); John R. Ashe, Jr., M.D. (Duke, 1948); Yancey G. Culton, Jr., M.D. (Duke, 1956); Lance T. Monroe, M.D. (New York Coll. of Med., 1932); Donald T. Moore, M.D. (Meharry Med. Coll., 1958); William A. Nebel, M.D. (North Carolina at Chapel Hill, 1962); Philip H. Pearce, M.D. (Duke, 1960); Roston M. Williamson, M.D. (Med. Coll. of Georgia, 1951); Robert K. Yowell, M.D. (Duke, 1961).

Research Associates: Constance Douglas, M.D.; Louise A. Kaufmann, B.A.; Larry Kodack, B.A.

Required Course

In Introduction to Clinical Medicine the first-year student receives instruction in the fundamentals of obstetric and gynecologic history and pelvic examinations.

OBG-202—required of all second-year students—consists of nine weeks in general obstetrics and gynecology. Students attend lectures, work daily in the general and special outpatient clinics, and are assigned patients on the obstetric and gynecologic wards. Students share in patient care, teaching exercises, and in daily tutorial sessions with the faculty. Clinical conferences, a gynecologic-pathology conference, endocrine conferences, and correlative seminars and lectures are included.

Electives

OBG-205(C). Gynecologic Cancer. A survey of malignancy of the reproductive system. The didactic portion of the course is supplemented by presentations of patients currently in therapy on the wards and in the Gynecologic Cancer Clinic. Every term. Weight: 4 or 8. *Creasman, Parker, and Surwitt*

OBG-213(C). Preparation for Practice, Cape Fear Valley Hospital, Fayetteville Area Health Education Center. This is a unique opportunity to receive both didactic exposure and clinical experience in obstetrics and gynecology in Cape Fear Valley Hospital, a large community hospital in Fayetteville, North Carolina, where almost 5,000 patients are delivered each year. A student will be expected to function as an intern. The student will actively participate in the care of patients in the labor and delivery rooms, assist at surgery, and render postoperative care. This is a community hospital experience rather heavily weighted in clinical obstetrics. Students will be exposed to a large volume of clinical material. Senior residents from Duke rotate through Cape Fear Valley Hospital. Duke faculty members provide additional guidance. This elective can be mixed, four weeks at Cape Fear Valley Hospital and four weeks at Duke but not for a smaller septum. Every term. Weight: 4 or 8. *Christakos, Addison, McDaniel, and Staff of Cape Fear Valley Hospital*

OBG-229(C). Endocrinology Seminar. Sessions with discussion of interesting clinical problems and related clinical and basic research in gynecologic endocrinology. Every term. Weight: 1. *Hammond, Wiebe, Schomberg, Tyrey, and Fellows on Endocrine Division*

OBG-231(C). Clinical Reproductive Endocrinology. Course for students who desire additional basic and clinical instruction in examination, diagnosis and treatment of obstetric and gynecologic patients with endocrinopathy. Course consists of basic instruction in neuroendocrine and endocrine mechanisms correlated with examination and treatment of patients in the Endocrinology Outpatient Clinic. Every term. Weight: 4. *Hammond, Wiebe, Schomberg, Tyrey, and Fellows on Endocrine Division*

OBG-235(C). Cytogenetics. Indepth course in human cytogenetics in which basic techniques of studying human chromosomes are applied to clinical situation. Terms: 1, 2, 3, or 4. Weight: 3. *Christakos*

OBG-239(C). Perinatal Medicine. A study of clinical factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely afflicting the fetus and newborn, and early management of the infant. Current problems in maternal-fetal relationships will be outlined. The clinical rotation will consist of half time in the delivery room and half time in the FTN and ICN nurseries. (See also PED 239 and PED 225.) Every term. Weight: 8. *Blackmon and Crenshaw*

OBG-243(C). Sex Education. This course is designed to prepare health professionals for dealing with situations involving sex education and counseling. The course consists of two parts, a ten week series of training seminars and sensitivity sessions surveying biological, psychological, sociocultural, and ethical aspects of human sexuality and also providing instruction on techniques of design, organization, and implementation of educational and counseling programs. The



final eight weeks of the course will be spent gaining practical experience. Projects may be of the student's design, approved by the committee, or the student may participate in one of the ongoing projects of the committee such as teaching the seventh grade curriculum in the public schools, writing curricula for other grade levels, or designing a course on the college level. Terms: 1 and 2 or 3 and 4. Weight: 3. *Parker, Katz, Christakos, and Shirley Osterhout*

OBG-245(C). Office Gynecology. For students preparing for general practice, medicine, pediatrics, and surgery. Outpatient clinic and emergency room diagnosis and patient care are taught. Every term. Weight: 4 or 8. *Parker and Staff*

OBG-247(C). Clinical Obstetrics. For students preparing for general practice and medicine or pediatrics. Antepartum, intrapartum and postpartum patient care are stressed and practical experience in the delivery room is provided at an intern level. Every term. Weight: 4 or 8. *Crenshaw, Pupkin, and Staff*

OBG-249(C). Clinical Gynecology. For students preparing for general practice, surgery, and urology. Preoperative diagnosis and preparation and postoperative care are stressed. In addition, minor operative procedures are taught and students assume the responsibilities of an intern. Every term. Weight: 4 or 8. *Peete, Addison, Cristakos, and Staff*

OBG-251(C). Advanced Reproductive Endocrinology. An indepth program to involve students in detailed study of the clinical and laboratory aspects and literature regarding reproductive biology, endocrinology, infertility, and conception control. Course consists of participation in the gynecologic endocrinology clinics, complicated obstetric clinic, infertility clinics, care of inpatients, and pertinent laboratory exposure to techniques of study of reproductive hormonal substances. Terms: 1, 2, 3, and 4. Weight: 8. *Hammond, Wiebe, Anderson, Schomberg, Tyrey, and Fellows on Endocrine Division*

Ophthalmology

Professor: Joseph A. C. Wadsworth, M.D. (Duke, 1939), *Chairman*.

Professors: Myron L. Wolbarsht, Ph.D. (Johns Hopkins, 1958); Maurice B. Landers III, M.D. (Michigan, 1963); W. Banks Anderson, Jr., M.D. (Harvard, 1956).

Associate Professors: Arthur C. Chandler, Jr., M.D. (Duke, 1959); John W. Reed, M.D. (Bowman Gray, 1962).

Assistant Professors: M. Bruce Shields, M.D. (Oklahoma, 1966); Charles F. Sydnor, M.D. (Virginia, 1969); Bill S. Yamanashi, Ph.D. (Massachusetts Inst. of Tech., 1969).

Assistant Clinical Professor: Judy H. Seaber, B.A. (Emory, 1962).

Clinical Associates: Robert E. Dawson, M.D. (Meharry, 1943); J. Thomas Foster, M.D. (Duke, 1958); William R. Harris, M.D. (North Carolina at Chapel Hill, 1956); Edward K. Isbey, Jr., M.D. (Wayne, 1955); Martin J. Kreshon, M.D. (Marquette, 1954); W. Hampton Lefler, M.D. (Bowman Gray, 1963); Samuel D. McPherson, Jr., M.D. (Johns Hopkins, 1943); Edward E. Moore, M.D. (Harvard, 1942); Van B. Noah, M.D. (Bowman Gray, 1966); Henry G. Wagner, M.D. (George Washington, 1942).

Electives

OPH-201(C). Investigative Ophthalmology. The student is assigned a project relating to basic ophthalmologic problems. Technical assistance, sufficient equipment and laboratory animals are supplied for the completion of the project. The student is expected to attend lectures scheduled for the house staff. Every term. Weight: 4-8. *Anderson, Landers, and Wolbarsht*

OPH-203(C). General Ophthalmology. A clinical preceptorship in which the student will participate and observe in the regular house staff activities, conferences, lectures, patient care, and treatment including surgery. Emphasis on the use of specialized ophthalmic apparatus is emphasized. Every term. Weight: 3-8. *Chandler and Shields*

OPH-205(C). Medical Ophthalmology. The ophthalmic signs and symptoms of systemic disease are presented in a lecture series. Oriented for those students interested primarily in pediatrics, internal medicine, or ophthalmology. Terms: 1, 2, 3, or 4. Weight: 1. *Shields*

OPH-211(C). Neuro-Ophthalmology. Experience is provided in application of ophthalmic diagnostic technique toward the diagnosis of central nervous system and related ocular diseases. Clinical case and research review is included. Special instrument utilization is emphasized. Permission of instructor is required. Terms: 1, 2, 3, or 4. Weight: 1 or 2. *Anderson and Sydnor*

OPH-213(C). Ophthalmic Pathology. The student will review all ophthalmic pathology specimens submitted weekly and any pertinent permanent specimens, and will aid in presentation of cases at weekly ophthalmic pathology conferences. Every term. Weight: 1. *Wadsworth and Klintworth*

OPH-215(C). Ocular Diseases in Children. The study of ocular disease in children includes muscular imbalances, congenital disorders, and neoplastic diseases to acquaint the student with a special pediatric and ophthalmologic phase. Term: special arrangements only. Weight: 1. *Chandler and Mrs. Seaber*

Pathology

Professor: Robert B. Jennings, M.D. (Northwestern, 1950), *Chairman*.

Professors: Darell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971); Bernard F. Fetter, M.D. (Duke, 1944); Donald B. Hackel, M.D. (Harvard, 1946); William W. Johnston, M.D. (Duke, 1959); Gordon K. Klintworth, M.D. (Univ. of Witwatersrand, 1957), Ph.D. (Univ. of Witwatersrand, South Africa, 1966); Philip C. Pratt, M.D. (Johns Hopkins, 1944); Joachim R. Sommer, M.D. (Munich, 1951); F. Stephen Vogel, (Western Reserve, 1944); Benjamin Wittels, M.D. (Minnesota, 1952).

Adjunct Professor: W.B. Wescott, D.M.D. (Oregon, 1951).

Associate Professors: Dolph O. Adams, M.D. (Med. Coll. of Georgia, 1965); Ph.D. (North Carolina at Chapel Hill, 1972); Edward H. Bossen, M.D. (Duke, 1965); William D. Bradford, M.D. (Western Reserve, 1958); Peter Burger, M.D. (Northwestern, 1966); Charles A. Daniels, M.D. (Vanderbilt, 1966), Ph.D. (Duke, 1971); Jane G. Elchlepp, M.D. (Chicago, 1955), Ph.D. (Iowa, 1948); C. Craig Tisher, M.D. (Washington Univ., 1961); Frances King Widmann, M.D. (Case Western Reserve, 1960); Peter Zwadyk, Ph.D. (Iowa, 1971).

Adjunct Associate Professor: John A. Moore, D.V.M. (Michigan State, 1963).

Assistant Professors: Peter H. Anderson, Ph.D. (Oregon, 1972); Byron P. Croker, M.D., Ph.D. (Duke, 1971); Jane T. Gaede, M.D. (Duke, 1966); Doyle G. Graham, M.D. (Duke, 1966), Ph.D. (Duke, 1971); Hal K. Hawkins, M.D. (Duke, 1972), Ph.D. (Duke, 1971); Kenneth McCarty, Jr., M.D. (Duke, 1972), Ph.D. (Duke, 1973); George Michalopoulos, M.D. (Athens, 1969), Ph.D. (Wisconsin, 1977); Salvatore Pizzo, M.D. (Duke, 1972), Ph.D. (Duke, 1973); Keith A. Reimer, M.D. (Northwestern, 1972), Ph.D. (Northwestern, 1971); John D. Shelburne, M.D. (Duke, 1972), Ph.D. (Duke, 1971); Robin T. Vollmer, M.D. (Duke, 1967).

Adjunct Assistant Professor: Donald F. Calbreath, Ph.D. (Ohio, 1968).

Associates: Patricia Ruth Ashton, A.B. (Goucher College, 1963); John M. Harrelson, M.D. (Duke, 1965); J.E. Phillip Pickett, H.T.; Margaret C. Schmidt, M.A. (Louisville, 1969).

Research Associates: Susan Harward, Ph.D. (Duke, 1974); Mary LuSan Hill; Lieselotte Kemper; Carol W. Lewis, Ph.D. (North Carolina at Chapel Hill, 1972); Eileen Mikat, M.A. (Duke, 1969); Richard Serano, M.D. (Virginia, 1973).

Required Course

PTH-200—the core course in pathology—is given during the second term of the first year. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures dealing with broad concepts of disease processes are presented by senior faculty, and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease, as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived

from autopsies. Students are required to collaborate in postmortem studies and present cases in clinical-pathologic conferences under the direction of the staff.

Electives

PTH-201(B).* **The Pathologic Basis for Clinical Medicine.** Disease processes will be studied in terms of organ systems, with the intention of enabling students to crystallize the basic processes studied in Pathology 200. Clinicopathologic correlation will be stressed, utilizing gross and microscopic examples of disease processes, case studies, lectures, and demonstrations. This is a survey course and does not treat any one subject in great depth. Term: 1. Weight: 4. *Hackel and Staff*

PTH-203(B).* **Ophthalmic Pathology.** This course is designed for students with an interest in ophthalmic diseases and particularly for those planning a career in pathology or ophthalmology, and will consist of lectures, seminars, and laboratory sessions. The normal anatomy and embryology of the eye will be reviewed, and the various reactions of the eye to injury will be studied in gross and microscopic specimens. The more common diseases will be considered in detail. Term: 1. Weight: 3. *Klintworth*

PTH-207(B). **Cytopathology Preceptorship.** This course consists of a full-time rotation by the student in the diagnostic cytopathology laboratories. By working with the laboratory staff, the student will explore in detail the role played by exfoliative cytopathology in the diagnosis of disease. Although not a requirement, the student will be encouraged to pursue special research projects. Term: all except the regular term 1. Weight: 8. *Johnston, Bossen, and Ashton*

PTH-223(B). **Autopsy Pathology.** The course is intended to introduce students to the autopsy as an investigative tool; anatomic-clinical correlation is emphasized. Students work directly with one or more members of the Pathology Department. They will first assist at autopsies and then perform autopsies under supervision. They will work up these cases with particular attention to correlations with clinical and experimental medicine, prepare the final autopsy reports on them, and will work essentially at the level of a house officer. Students will be expected to present their findings at staff conferences. If the course is oversubscribed, the students will be chosen by lot. Every term. Weight: 8. *Adams and Staff*

PTH-225(B).* **Cardiovascular Pathology.** Cardiovascular disease processes will be studied, reviewing anatomic, embryologic, and physiologic features, and utilizing case material and gross specimens. Clinicopathologic correlation will be stressed. Term: 1. Weight: 2. *Hackel, Reimer, and Ideker*

PTH-235(B). **Pathology of the Oral Regions.** A survey course covering all aspects of oral pathology—developmental abnormalities; odontogenic tumors and cysts; white, pigmented, and inflammatory lesions; salivary gland pathology; and neoplastic lesions of soft tissues and bone. Clinicopathologic correlation will be stressed. Term: 3. Weight: 2. *Wescott*

PTH-237(B). **Surgical Pathology.** This course is designed for the student who wishes more experience in the study of disease. Although the course is entitled *Surgical Pathology*, this does not imply interest solely in the individual oriented to surgery. Problems in dermatology, gynecology, orthopaedics, general surgery, internal medicine, and other specialties will be considered. The program of study will consist of lectures, demonstrations, and laboratory work. Microscope required (limited number available on loan). Term: 4. Weight: 4. *Fetter*

PTH-342(B). **Special Topics in Pathology.** Special problems in pathology will be studied with a member of the senior staff; the subject matter will be

individually arranged. Permission of instructor required. Every term. Weight: 1-8 per 8 weeks. *Jennings and Staff*

PTH-346(B).* **Subcellular and Molecular Pathology.** This course is designed for students wishing to broaden their knowledge of cellular structure and cellular pathology. A series of lectures and seminars will be presented on the alterations in cellular structure and associated function that accompany cell injury. Ultrastructural changes in selected human diseases will be discussed in detail with emphasis on diagnosis and pathogenesis. Terms: 1 and 2. Weight: 3. *Hawkins, Jennings, Shelburne, and Sommer*

PTH-348(B). **Practical Surgical Pathology.** This course will be in the form of an apprenticeship in which the student will work closely with the resident in the actual preparation and diagnosis of tissue changes. Microscope required (limited number available on loan). Every term. Weight: 8. *Fetter and Staff*

PTH-353(B).* **Neuropathology.** A view of neuropathology that emphasizes clinicopathologic correlation. Term: 1. Weight: 3. *Vogel and Staff*

PTH-359(B).* **Fundamentals of Electron Microscopy.** Emphasis will be placed on the theory and application of electron microscopy to ultrastructural pathology. The methods relating to electron microscopy, as well as phase and polarization microscopy, will be considered. Laboratory experience will be included. Terms: 1 and 2. Weight: 2. *Hawkins, Shelburne, and Sommer*

PTH-360(B).* **Histochemistry.** Theoretical basis of methods for cellular and subcellular localization of chemical constituents. Lectures and laboratory sessions emphasizing modern techniques for tissue preservation and intracellular localization and identification of natural products and enzymes. Term: 4. Weight: 2. *Sommer, Bossen, Daniels, Hawkins, and Shelburne*

PTH-362(B).* **Pathology of the Kidney.** This course is a comprehensive study of pathological, immunological, and clinical features of the various types of glomerulonephritis, nephrotic syndrome, and pyelonephritis, as well as of metabolic, congenital, and neoplastic renal disorders. Lectures will be supplemented with gross and microscopic specimens, demonstrations, and special library studies. Term: 2. Weight: 3. *Tisher, McCoy, and Croker*

PTH-364(B). **Orthopaedic Pathology.** Special problems in orthopaedic pathology will be dealt with beginning with a discussion of the development of connective tissue with special emphasis on bone and muscle. Bone tumors, metabolic diseases, and traumatic problems will be considered. Term: 4. Weight: 2. *Harrelson*

PTH-366(B).* **Pulmonary Pathology and Postmortem Pathophysiology.** Emphasis will be on pulmonary pathology and pathophysiology of infectious, metabolic, environmental, and neoplastic diseases, and certain diseases of unknown etiology (e.g. sarcoid, alveolar proteinosis, etc.). Ventilatory experiments will be done on excised human lungs. Term: 2. Weight: 3. *Pratt*

PTH-368(B). **Seminar in Neonatal and Pediatric Pathology.** This is a seminar course covering specific topics in developmental anatomy and major pathologic processes of the brain, lung, gastrointestinal, and urinary tracts. Emphasis will be on gross, microscopic pathology, and clinicopathologic correlation. These students will assume responsibility for presentations of material in individual seminars. Designed for students entering pathology and clinical pediatrics. Term: 3. Weight: 2. *Bradford*

PTH-371(B). **The Laboratory Basis for Clinical Medicine.** This course will emphasize evaluation and interpretation of laboratory data relative to patho-

physiologic processes. Development of judgment and selectivity in utilizing laboratory tests will be taught. Course will consist of lectures and conferences. Clinicopathologic correlation will be stressed by detailed case studies of specific patients. Term: 4. Weight: 2. *Gaede, Widmann, Pratt, Anderson, and Zwadyk*

PTH-372(B). Environmental Diseases. The course features guest lecturers and student presentations to cover examples of disease produced by technological exploitation of the earth and life style. Subjects include population, respiration-air and ocean, and examples of diseases due to asbestos, lead, mercury, hydrocarbons, carcinogens, organic dusts, DDT, cigarette smoke, etc. Term: 3. Weight: 2. *Pratt and Lynn*

PTH-374(B).* Pulmonary Structure and Function Seminar. Current and exemplar pathological material on lungs, including gross, histologic, and electron microscopic data, is correlated with *in vitro* function and clinical features; physiological measurements; and roentgenographic findings. The structural features of the types of reaction of lung cells to injury are interpreted against this background. Such demonstration material is correlated by lectures. Every term. Weight: 1. *Pratt and Lynn*

PTH-375(B).* Immunopathology. A study of the patho-anatomy of diseases of man in which the immune system plays an important role, including autoimmune diseases, the "collagen diseases," graft rejection, and immunologic aspects of cancer. The format will consist of a series of lectures on the clinicopathological changes seen in immunopathological diseases of man. Term: 4. Weight: 1. *Daniels, Adams, Bigner, and Bossen*

PTH-376(B).* Pathology of Virus Infections. In this course the pathological effects of viruses will be discussed. The format will consist of a series of student-oriented seminars and microscopic studies of human case materials. The clinical, pathological, immunological, and epidemiological aspects of human virus diseases will be stressed. Terms: 1 and 2. Weight: 3. *Daniels*

PTH-378(B). Seminars in Hematology. This is a systematic survey of the pathophysiology and morphology of human hematological diseases. Each student will survey the literature on several topics and prepare an oral presentation which will be critically discussed by the group. Opportunity for experience in blood, marrow, and lymph node analysis will be available. Term: 3. Weight: 2. *Wittels*

PTH-380(B). Surgical Pathology with Emphasis on Electron Microscopy. This course will be in the form of an apprenticeship in which the student will become engaged in the actual preparation and diagnosis of tissue changes using both light and electron microscopy. The student will, of necessity, learn how to operate the electron microscope. Terms: 1, 2 and 4; Summer Terms I and II. Weight: 8. *Shelburne and Vollmer*

Pediatrics

Wilburt C. Davison Professor: Samuel L. Katz, M.D. (Harvard, 1952), *Chairman*.

Professors: Jay M. Arena, M.D. (Duke, 1932); George W. Brumley, M.D. (Duke, 1960); Rebecca H. Buckley, M.D. (North Carolina at Chapel Hill, 1958); Susan C. Dees, M.D. (Johns Hopkins, 1934); Thomas E. Frothingham, M.D. (Harvard, 1933); Herman Grossman, M.D. (Columbia, 1953); James B. Sidbury Professor Jerome S. Harris, M.D. (Harvard, 1933); David J. Lang, M.D. (Harvard, 1958); James B. Sidbury, Jr., M.D. (Columbia, 1947); Madison S. Spach, M.D. (Duke, 1964); Alexander Spock, M.D. (Maryland, 1955).

Associate Professors: Page A. W. Anderson, M.D. (Duke, 1963); Roger C. Barr, Ph.D. (Duke, 1968); Lillian Blackmon, M.D. (Arkansas, 1963); M. Carlyle Crenshaw, M.D. (Duke, 1956); John M. Falletta, M.D. (Kansas, 1966); Howard Filston, M.D. (Western Reserve, 1962); Laura T. Gutman, M.D.

(Stanford, 1963); Stuart Handwerger, M.D. (Maryland, 1964); Charles R. Roe, M.D. (Duke, 1964); Catherine M. Wilfert, M.D. (Harvard, 1962).

Assistant Professors: D. Woodrow Benson, M.D., Ph.D. (Duke, 1972); William D. Bradford, M.D. (Western Reserve, 1958); Jane E. Brazy, M.D. (Washington Univ., 1972); Sam Edwards, M.D. (Duke, 1968); Steven Gross, M.D. (Maryland, 1973); Seymour Grufferman, M.D. (State Univ. of New York, Syracuse, 1964); Harold J. Harris, M.D. (Long Island Coll. of Med., Brooklyn, 1949); Ziad H. Idriss, M.D. (Amer. Univ. of Beirut, Lebanon, 1970); J. David Jones, M.D. (Duke, 1954); Sue Y. S. Kimm, M.D. (Yale, 1964); Deborah W. Kredich, M.D. (Michigan, 1962); Ronald P. Krueger, M.D. (Duke, 1954); David Merten, M.D. (Cincinnati, 1956); Stephen G. Osofsky, M.D. (Northwestern, 1969); Shirley K. Osterhout, M.D. (Duke, 1957); Dennis Ownby, M.D. (Med. Coll. of Ohio, Toledo, 1972); Talmage Peele, M.D. (Duke, 1934); Marcos Pupkin, M.D. (Univ. of Chile, 1955); Stanley J. Rothman, M.D. (McGill, 1965); M. Henderson Rourke, Jr., M.D. (Pennsylvania, 1963); Gerald A. Serwer, M.D. (Duke, 1971); Raymond A. Sturner, M.D. (Georgetown, 1968); Robert J. Thompson, Jr., Ph.D. (North Dakota, 1971); Kwan-Sa You, Ph.D. (Brandeis, 1971).

Associates: Ann R. Cantor, M.D. (California at San Francisco, 1971); Rosalind Coleman, M.D. (Western Reserve, 1969); Stephen Gehlbach, M.D. (Western Reserve, 1968); Roberta S. Gray, M.D. (North Carolina at Chapel Hill, 1972); Charles F. Lanning, M.D. (Kansas, 1969); Mary Ann Morris, M.D. (Arkansas, 1972); Aglaia N. O'Quinn, M.D. (Duke, 1965); Robert Ruderman, M.D. (Rochester, 1968); Robert Smolen, Ph.D. (Indiana, 1976); Selman I. Welt, M.D. (North Carolina at Chapel Hill, 1972).

Consultant and Lecturer: Angus M. McBryde, M.D. (Pennsylvania, 1928).

Clinical Professor: William J. A. DeMaria, M.D. (Duke, 1948).

Associate Clinical Professors: William L. London, M.D. (North Carolina at Chapel Hill, 1955); George M. Lyon, Jr., M.D. (Duke, 1961); A. W. Renuart III, M.D. (Duke, 1955); Evelyn Schmidt, M.D. (Duke, 1951); Bailey D. Webb, M.D. (Duke, 1946), Ph.D. (North Carolina, 1941).

Assistant Clinical Professor: Clarence Bailey, M.D. (North Carolina at Chapel Hill, 1955); Stephen Brown, M.D. (Harvard, 1966); William A. Cleland, M.D. (Howard, 1933); James S. Hall, M.D. (Duke, 1957); Alvin H. Hartness, M.D. (Bowman Gray, 1965); Richard S. Kelly, Jr., M.D. (Jefferson, 1945); Howard H. Loughlin, M.D. (Pennsylvania, 1970); Thomas M. McCutchen, M.D. (Vanderbilt, 1963); Nelle S. Moseley, M.D. (Med. Coll. of Georgia, 1957); Charles B. Neal, M.D. (Duke, 1955); John C. Pollard, M.D. (Virginia, 1968); William C. Powell, M.D. (Bowman Gray, 1952); Jimmie L. Rhyne, M.D. (Maryland, 1948); A. Douglas Rice, M.D. (Duke, 1951); Frank S. Shaw, M.D. (Pennsylvania, 1959); S. Winston Singleton, M.B. (Manchester, England, 1952); Fred R. Stowe, M.D. (North Carolina, 1958); W. Samuel Yancy, M.D. (Duke, 1965).

Clinical Associates: Lillis Altshuller, M.D. (Cincinnati, 1960); Joanne Barton, M.Sc. (Kentucky, 1974); Elizabeth Burkett, M.S.N. (North Carolina, 1975); Jean Findlay, M.B. (Aberdeen Univ. Med. Sch. Scotland, 1970); Johnny Gaston, M.D. (Med. Coll. of Ohio, 1974); Pierre LeMaster, M.D. (Florida, 1971); Jerri Oehler, M.S.N. (Virginia, 1970); James B. Rouse, M.D. (Duke, 1965); Janet Silverstein, M.D. (Pennsylvania, 1970); Janice Stratton, M.D. (Tulane, 1961); Joseph Whatley (Duke, 1958).

Research Associates: Victor German, M.D. (Pritzker, 1975) Ph.D. (Illinois, 1963);



Required Course

PED-200—the basic course in pediatrics for all students—is an eight-week clerkship in the second year. Its principal aim is to provide an exposure to the field of child health. The student has a varying series of experiences which should give a grasp of the concepts that underlie the discipline. Goals should be to acquire familiarity and competence with the basic tools of information-gathering—the history, physical examination, and laboratory data—and to develop an approach to the integration of this material for the solution of problems of health and illness in infancy, childhood, and adolescence. This should be accomplished with continuing reference to the basic principles of pathophysiology encountered in the first year courses.

Those patients to whom the student is assigned will provide the focus for case studies. In addition to the careful history and physical examination which must be recorded, the student is expected to organize an appropriate differential diagnosis and to seek and read pertinent reference material relevant to each patient. The student should learn to present each case verbally in an organized and succinct fashion, to follow the patient's progress, and to interpret all studies which are performed. The student is expected to learn from a number of sources: standard textbooks and journals, current publications and conferences, and also from people—house staff, faculty, nurses, parents, and all others with whom contact is made in the clinical setting.

Objectives should also include an understanding of the roles played in pediatrics by other members of the health care team, both in the ambulatory and hospital settings. Patient care may include nurse, social worker, recreation therapist, psychologist, physiotherapist, dietitian, and/or others. The eight weeks will be divided to include time in two of the following settings: (a) outpatient clinics and emergency room, (b) Howland Ward, and (c) Durham County General Hospital. Each student spends one week in the nurseries. Usually, it is possible to schedule some of the assignments to meet student preference.

Electives

PED-201(C). General Pediatrics. The senior student negotiates the schedule before the beginning of the course. There are a number of options ranging from inpatient clerkship to community preceptorships. Within the hospital there is opportunity for a preceptorship on Howland Ward. In the general appointment and walk-in clinics, the student may become acquainted with most of the common, primary care pediatric problems as well as causes for referral. Beyond the walls of the hospital, there are opportunities for the student to participate in child health activities in the community in collaboration with a variety of child-serving professionals, including practicing pediatricians, nurse practitioners, public health nurses, teachers, social workers, and mental health workers. Students are encouraged to select an area for in-depth examination, active participation and the preparation of a report according to their interests, backgrounds, and anticipated career goals. Examples of available areas are behavior-development, rheumatology, child health and many others. Every term except Summer Term II. Weight: up to 8. *General Pediatric Staff. Dr. Kredich is coordinator*

PED-202(C). Pediatric Infectious Diseases. This course will provide experience in the clinical and laboratory diagnosis of infectious diseases and in their therapy. The student works closely with the infectious disease fellow and participates actively in evaluation of patients. There is opportunity to gain

experience in a laboratory setting (bacteriology, virology). Every term. Weight: 4 or 8. *Lang, Frothingham, Gutman, Katz, Wilfert, and Staff*

PED-203(C). Pediatric Neurology. Students will examine both hospitalized and ambulatory patients with neurological disorders. Emphasis is placed on the neurological history, examination and the investigation and management techniques of nervous system disorders of childhood. Terms: 1, 2, 3, or 4. Weight: 8. *Rothman and Staff*

PED-215(C). Endocrine Disorders in Children. Students sees clinical endocrine patients by participating in the Pediatric Endocrine Clinics. Stress is placed upon application of hormone assay to the diagnosis of endocrine disorders in childhood. Every term. Weight: 4 or 8. *Handwerger, Roe, Moseley, and Morris*

PED-217(C). Pediatric Hematology and Oncology. Includes all aspects of clinical and laboratory pediatric hematology, as well as the diagnostic evaluation, care, and treatment of patients with malignant diseases. Emphasis will be placed on fundamental concepts. There will be daily ward rounds, two weekly clinics, conferences and seminars, as well as assigned reading. Students will be encouraged to engage in some individual clinical or laboratory project during the period of the course. Every term. Weight: 8. *Faletta*

PED-221(C). Poison Control. Primarily a seminar course with one two-hour conference per week scheduled for student discussion on assigned topics. The student may participate in clinical functions of the center and may choose to be on call for the treatment of these cases in the emergency room or the ward. This is a student-oriented teaching program and individual projects on the subject may also be carried out. Terms: 1, 2, 3, or 4. Weight: 2. *Shirley Osterhout*

PED-225(C). Neonatology. Students will have patient care responsibilities and experiences in the Full-Term Newborn and Intensive Care Nurseries. Included will be discussions of prenatal hazards, resuscitation, and care of the normal newborn and premature infant. Emphasis is placed on the initiation of parent-child relationships and the management of the normal and stressed neonate. Every term. Weight: 4. *Blackmon and Brumley*

PED-227(C). Behavioral Aspects of Pediatrics. The purpose of this course is to provide training and experience in recognizing and managing the emotional reactions of children to medical illness. An integral aspect of this course will be clinical interviews with selected family members to determine the impact of serious pediatric illness on the emotional health and well being of family members. (See also PSC-227C.) Terms: 1, 2, 3, or 4; Summer Term I. Weight: 2-6. *Jones and Yancy*

PED-231(C). Clinical Pediatric Cardiology. Provides an intensive learning experience in clinical childhood heart disease. Emphasis is placed on preoperative and postoperative management of children with operable heart disease. Scope: history, physical examination, and special techniques (electrocardiography, phonocardiography, echocardiography, cardiac catheterization, and cineangiocardiology). All students are required to meet with one of the instructors prior to enrolling in this course. Every term. Weight: 8, 4 (only with special permission of instructors). *Anderson, Benson, Edwards, Serwer, and Spach*

PED-233(C). Allergy, Clinical Immunology, and Pulmonary Diseases. Clinical evaluation and practice in use and methods of diagnosis and treatment of allergic disorders, cystic fibrosis, and other pulmonary diseases; immunologic deficiency states; and autoimmune disorders. Scope: history, physical examination, skin and pulmonary function tests, allergen preparation, sweat testing, and a

variety of clinical immunologic tests. Every term. Weight: 4 or 8. *R. Buckley, S. Dees, Spock, and Rourk*

PED-239(C). Perinatal Medicine. A study of factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely afflicting the fetus and newborn, and early management of the infant. Current problems in maternal-fetal relationships will be outlined. The clinical rotation will consist of half time in the delivery room and half in the nursery (FTN and ICN). (See also OBG-239(C) and PED-225(C).) Every term. weight: 8. *Blackmon and Crenshaw*

PED-241(C). Pediatric Nephrology. Course is designed to provide experience in diagnosis, interpretations of laboratory tests, natural history, and treatment of acute and chronic disorders of the kidney in children. Students are also exposed to the management of fluid and electrolyte disorders in infants and children. Every term. Weight: 4 or 8. *Osofsky, Gray, and Krueger*

PED-243(C). Adolescent Medicine. Students will see adolescents in outpatient clinic. Emphasis to be placed on the behavioral and developmental aspects of adolescence, drug abuse, and the pregnant teenager. Tutorial and supervisory time to discuss specific patients and pertinent literature will be arranged. Every term. Weight: 2. *Yancy*

Pharmacology

Professor Norman Kirshner, Ph.D. (Pennsylvania State, 1952), *Chairman*; Frederick Bernheim, Ph.D. (Cambridge University, 1928), *J. B. Duke Professor Emeritus*.

Professors: Leon Lack, Ph.D. (Columbia, 1953); Athos Ottolenghi, M.D. (Univ. of Pavia, 1946); Saul M. Schanberg, M.D. (Yale, 1964), Ph.D. (Yale, 1961); Pelham Wilder, Ph.D. (Harvard, 1950).

Associate Professors: James Norman Davis, M.D. (Cornell, 1965); Daniel B. Menzel, Ph.D. (California at Berkeley, 1962); Elliott Mills, Ph.D. (Columbia, 1964); Theodore Slotkin, Ph.D. (Rochester, 1970).

Assistant Professors: Mohamed Abou-Donia, Ph.D. (California at Berkeley, 1966); P. Michael Conn, Ph.D. (Baylor, 1976); Everett H. Ellinwood, M.D. (North Carolina at Chapel Hill, 1959); James C. Fuchs, M.D. (Johns Hopkins, 1964); Laura E. Gutman, M.D. (Stanford, 1962); Julian Victor Nadler, Ph.D. (Yale, 1972); Gerald M. Rosen, Ph.D. (Clarkson Coll. of Tech., 1969); Harold C. Strauss, M.D. (McGill, 1964)

Medical Research Assistant Professors: Brij Shrivastav, Ph.D. (Univ. of Western Ontario, 1968).

Adjunct Professors: David L. Coffin, V.M.D. (Pennsylvania, 1938); Pedro Cuatrecasas, M.D. (Washington Univ., 1962); William Durham, Ph.D. (Emory, 1950); Gertrude Elion, D.Sc. (George Washington, 1969); Leon Golberg, D.Sc. (Univ. of Witwatersrand, 1946); George H. Hitchings, Ph.D. (Harvard, 1933); Robert A. Maxwell, Ph.D. (Princeton, 1954); Charles A. Nichol, Ph.D. (Wisconsin, 1949); Vladimir Petrow, D.Sc. (Univ. of London, 1947).

Adjunct Associate Professors: Herbert S. Posner, Ph.D. (George Washington, 1958); Humberto Viveros, M.D. (Univ. of Chile, 1962); Richard W. Welch, Ph.D. (Jefferson Medical Coll., 1962).

Adjunct Assistant Professors: Donald E. Gardner, Ph.D. (Cincinnati, 1971); Donald H. Namm, Ph.D. (Albany Med. School, 1965); Lawrence W. Reiter, Ph.D. (Kansas, 1970); Wilkie A. Wilson, Jr., Ph.D. (Duke, 1971).

Visiting Professor: Toshio Narahashi, Ph.D. (Univ. of Tokyo, 1960).

Required Course

PHR 250. Pharmacology: Mode of Action of Drugs. A basic course in pharmacology describing the action of drugs in terms of biochemical and physiological processes, and the rationale for their use in clinical therapy. Four lectures, one clinical correlation and one conference per week. Term: spring. 4 units. *Staff*

Electives

PHR-219(B). Tutorial in Pharmacology. Guided independent study of original literature and/or laboratory experience. Open to all students; required of those electing a preclinical base in the Department of Pharmacology. Every term. Weight: 3 per 8 weeks. *Staff*

PHR-225(B). An Introduction to Neuronal Physiology and Pharmacology. A survey of the properties of excitable membranes in qualitative terms, including impulse generation and conduction in different types of nerves, the effects of pharmacological agents on electrical properties of membranes, the physiological and pharmacological aspects of synaptic and neuromuscular transmission, and biophysics of receptor cells. A practical introduction to electrophysiological techniques is presented in PHS-386 which supplements this course. Advanced quantitative approaches to membrane biophysics including voltage clamp techniques are covered in PHS-416. (Cross listed as PHS-225(B)) Terms 1-2. Weight: 3 per 16 weeks. *Moore, Wachtel, and Wolbarsht*

PHR-254(B). Mammalian Toxicology.

Principles of toxicology as related to man. Emphasis will be placed on the molecular basis for toxicity of chemical and physical agents. Subjects will include the limitations and assumptions of extrapolation to man from animal toxicity, safety of drugs and food additives, toxicity of pesticides and their hazard to man, and the role of scientists in societal decisions on the use of man-made chemical and physical agents. Terms: 1-2. Weight: 3 per 16 weeks. *Menzel, Abou-Donia, and Staff*

PHR-256(B). Human Nutrition.

Nutrition principles with emphasis on physiology and pharmacology. Topics will include the chemical basis for nutrient requirements, application to practical diets, parenteral nutrition, influence of dietary intake on disease (cardiovascular disease, diabetes, and inborn errors of metabolism), optimal dietary intake, impact of food technology on human nutrition, growth, maturation, lactation, and their requirements and recent advances in micronutrient requirements. Terms: 1-2. Weight: 2. *Menzel and Abou-Donia*

PHR-300(B). Biochemical Pharmacology. The course deals with the mechanisms of drug action in the following areas: (1) drug induced porphyrias, (2) membrane structure and agonist-receptor interactions, (3) steroids, (4) antimetabolites, (5) toxicology, (6) immunosuppression, (7) drugs affecting purine metabolism, and (8) drugs affecting lipo-protein metabolism. Terms: 3-4. Weight: 3. *Lack*

PHR-330(B). Pharmacological Basis of Clinical Medicine. This course consists of a detailed analysis of the mechanism of action and rationale for use of pharmacologic agents in disease states. Terms: 1-2. Weight: 4 per 16 weeks. *Schanberg and Staff*

PHR-331(B). Laboratory Methods in Pharmacology. Tutorial laboratory training will be given in various fields of pharmacology, including neuropharmacology, cardiovascular pharmacology, biochemical pharmacology, and biophysical pharmacology. Certain special laboratory sessions will be conducted at the Wellcome Research Laboratories, Research Triangle Park. Every term. Weight: 3 per 8 weeks. *Staff*

PHR-372(B). Research in Pharmacology. Laboratory investigation in various areas of pharmacology. Every term. Weight: 2-8 per 8 weeks. *Staff*

PHR-417(B). Cellular Endocrinology. Current concepts of the mechanism of action of hormones at the cellular level, including hormone-receptor interactions;

secondary messengers; regulation of protein synthesis; growth and differentiation; control of salt and water balance; regulation of substrate and mobilization; and modulation of hormone secretion (Also listed as PHS-417(B).) Terms 1-2. Weight: 2 per 16 weeks. *Lebovitz and Staff*

Physiology

Professor Edward A. Johnson, M.D. (Univ. of Sheffield, 1953), *Chairman*

Professors: Jacob J. Blum, Ph.D. (Chicago, 1952); Irving T. Diamond, Ph.D. (Chicago, 1953); Frans F. Jöbsis, Ph.D. (Michigan, 1958); Peter K. Lauf, M.D. (Univ. of Freiburg, 1960); John W. Moore, Ph.D. (Virginia, 1954); George G. Somjen, M.D. (New Zealand, 1961); Pelham Wilder, Ph.D. (Harvard, 1950).

Associate Professors: Nels C. Anderson, Ph.D. (Purdue, 1964); Peter B. Bennett, Ph.D. (Univ. of Southampton, 1964); James Clapp, M.D. (North Carolina at Chapel Hill, 1957); Robert P. Erickson, Ph.D. (Brown, 1958); John W. Gutknecht, Ph.D. (North Carolina at Chapel Hill, 1963); J. A. Kylstra, M.D. (Leiden, Holland, 1952); Melvyn Lieberman, Ph.D. (State Univ. of New York, Downstate Medical Center, 1964); Thomas J. McManus, M.D. (Boston, 1955); Lorne Mendell, Ph.D. (Massachusetts Inst. of Tech., 1965); George M. Padilla, Ph.D. (California at Los Angeles, 1960); Madison Spach, M.D. (Duke, 1954); Myron Wolbarsht, Ph.D. (Johns Hopkins, 1958).

Assistant Professors: Reginald D. Carter, Ph.D. (Bowman Gray School of Medicine, 1970); Joseph C. Greenfield, M.D. (Emory, 1956); Stuart Handwerker, M.D. (Maryland, 1964); Franklin G. Hempel, Ph.D. (Texas, 1969); R. Scott Jones, M.D. (Texas, 1961); Harold E. Lebovitz, M.D. (Pittsburgh, 1956); Lazaro J. Mandel, Ph.D. (Pennsylvania, 1960); Thomas T. Norton, Ph.D. (California, 1970); David W. Schomberg, Ph.D. (Purdue, 1965); Howard Wachtel, Ph.D. (New York Univ., 1967); Andrew G. Wallace, M.D. (Duke, 1959); Andrew Wechsler, M.D. (State Univ. of New York, 1964); William E. Yarger, M.D. (Baylor, 1963).

Medical Research Assistant Professors: Gilbert Baumann, Ph.D. (Swiss Federal Inst. of Tech., 1968); Ping Beall, Ph.D. (Tulane, 1967); Andres Manring, Ph.D. (Ohio State Univ., 1970); Philip A. McHale, Ph.D. (Duke, 1972); Fidel Ramon, M.D. (Univ. of Mexico, 1964), Ph.D. (Duke, 1974); Sidney A. Simon, Ph.D. (Northwestern, 1973); Avis Sylvia, Ph.D. (North Carolina at Chapel Hill, 1973).

Associates: Page A. W. Anderson, M.D. (Duke, 1963); Fred Cobb, M.D. (Mississippi, 1964); Peter G. Kaufman, Ph.D. (Univ. of Chicago, 1971);

Adjunct Associate Professor: James M. Schooler, Jr., Ph.D. (Wisconsin, 1964).

Adjunct Associates: Thomas W. Anderson, Ph.D. (Duke, 1971); Charles R. Horres, Ph.D. (Duke, 1975).

Required Courses

PHS-200—Human Physiology—a core course in integrated organ and cellular physiology presented in six sections: cardiovascular, respiratory, renal, gastrointestinal, endocrine, and neurophysiology. Emphasis is placed on applied as well as fundamental concepts of human physiology relevant to the study of human disease. Required of first-year medical students; other students need permission to enroll. Five lectures per week, with additional review and clinical correlation conferences, and elective tutorials. Term: fall. 7 units.

Electives

PHS-207(B). **The Heart in Health and Disease.** Physiology in the organ systems level, including cardiac electrophysiology and mechanics, arrhythmias, ventricular-atrial function, congenital disordered function, coronary blood flow, and cardiovascular control mechanisms. Not offered for graduate school credit. Designed to be most valuable to the medical student as part of a coordinated program of study such as the Cardiovascular Study Program. Term: 1. Weight: 1. *Anderson, Greenfield, Spach, Strauss, and Johnson*

PHS-208(B). **Respiratory System in Health and Disease.** Primary emphasis is on the physiology of respiration. Topics covered include pulmonary mechanics; gas exchange; ventilation-perfusion relationships; central and peripheral regulation of ventilation; and respiratory responses to exercise, altitude, and hyperbaric environments. Terms: 3 and 4. Weight: 2. *Salzano and Kylstra*

PHS-212(B). * Membrane Physiology and Osmoregulation. Physiology of aquatic and terrestrial organisms, with emphasis on fluid and electrolyte balance, membrane transport processes and electrophysiology. The course includes lecture and laboratory work on the functions, mechanisms, and comparative aspects of ionic and osmotic regulation. Term: Summer Term II. Weight: 9 per 8 weeks. *Gutknecht and Staff*

PHS-215(B). * Topics in Developmental Physiology. An analysis of physiological basis of development at the organ level with special reference to vertebrates. Topics will include cardiogenesis and hormonal regulation in organogenesis. Terms: 3 and 4. Weight: 2 per 16 weeks. *Lieberman and Padilla*

PHS-216(B). * Contractile Processes. Cellular and molecular bases of activity in cilia and skeletal, cardiac, and smooth muscle; submicroscopic structure and behavior of muscle; electrical and ionic properties of muscle membranes; the problem of elector-mechanical coupling; mechanics and thermodynamics of muscular contraction; biochemical energetics of contraction; modern methods and problems in contractility research. Also listed as ANA-215(B). * Terms: 1-2. Weight: 3 per 16 weeks. *Jöbsis, Johnson, Anderson and Reedy*

PHS-217(B). * Membrane Transport. The physical-chemical basis of ion transport in water and thin lipid films, the solution and application of transport equations, the chemical composition and ultrastructure of biological membranes, the characteristics of nonelectrolyte, anion, and cation transport in red blood cells including passive and active carrier transport, the integration of these processes to transport molecules across epithelial tissues, and the use of noise measurements to investigate possible mechanisms of voltage dependent conductances. Terms: 1 and 2. Weight: 3 per 16 weeks. *Lauf, Mandel, and Simon*

PHS-219(B). Tutorial in Physiology. Guided independent study of original literature and/or laboratory experience. Open to all students; required of those electing a preclinical base in the Department of Physiology. Every term. Weight: 3 per 8 weeks. *Lauf and Staff*

PHS-222(B). * Marine Electrobiology. Studies of the physiology and behavioral consequences of bioelectric activity ranging from the cell membrane to the interanimal communication level. Laboratory work deals with bioelectric recording and stimulation techniques, with particular emphasis placed on electrophysiological studies of marine organisms wherein cellular correlates of animal behavior are clearly seen. Topics include the ionic basis of bioelectric signals to particular behavior patterns, the effect of externally applied electric fields, and bioelectric communication and navigation systems. Term: Summer Term II. Weight: 6 units per 5 weeks. *Wachtel and Wolbarsht*

PHS-260(B). Physiology of Cell Growth and Differentiation. Lectures and discussions based on an extensive literature survey on the regulation of growth and the cell cycle of eukaryotic cells. Emphasis is on the physiological mechanisms which underly cellular proliferation, cell renewal, and the functionality of subcellular organelles. Terms: 3-4. Weight: 3. *Padilla*

PHS-320(B). * Gastrointestinal Physiology. In this course the normal physiology, mechanisms of control, and transport characteristics of the human gastrointestinal tract and its associated glands (salivary, pancreas, liver) are presented in a series of lectures, problems, and demonstrations. The mechanisms of secretion and reabsorption are treated at a cellular level. Problems focus on quantitation of gastrointestinal function. Term: 3. Weight: 2 per 8 weeks. *Jones, Anderson, and Mandel*

PHS-321(B).* **Renal Physiology.** The composition and size of body fluid compartments and the regulation of the constituents of the plasma by the kidney is presented by lectures, problems, and demonstrations. Measurements of renal function including renal blood flow, tubular reabsorption and secretion, and acid-base regulation are discussed together with the theory of counter current exchange, ion transport in the kidney and hormonal control of renal function. Term: 4. Weight: 2 per 8 weeks. *Yarger and Dennis*

PHS-362(B).* **Current Topics in Cardiac Muscle Physiology.** Selected topics in the physiology and pharmacology of adult and embryonic cardiac muscle, including general and comparative morphology and ultrastructure, cardiac electrophysiology and mechanics, and excitation-contraction coupling. Terms: 3-4. Weight: 2 per 16 weeks. *Johnson and Staff*

PHS-372(B). **Research in Physiology.** Laboratory investigation in various areas of physiology. Every term. Weight: 2-8 per 8 weeks. *Lauf and Staff*

PHS-383(B).* **Physiological Instrumentation.** Electronic methods of measurement of physiological variables. The operational amplifier is used as the active building block in appropriate feedback circuits containing only passive elements to make a wide range of linear instruments including analog computers. Non-linear feedback circuits allow digital logic and computing elements are to be developed. Terms: 3 and 4. Weight: 3 per 16 weeks. *Moore and Staff*

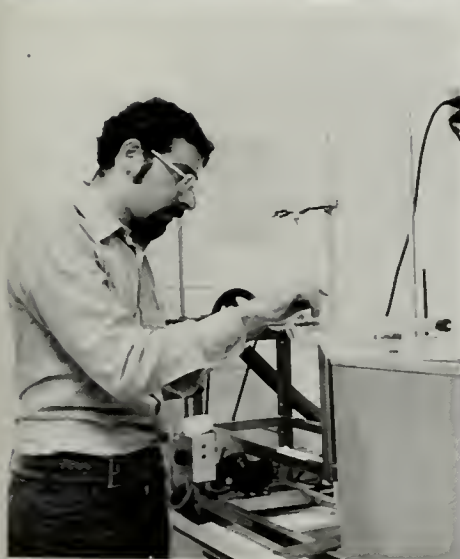
PHS-393(B).* **Integrative and Clinical Neurophysiology.** Aspects of the physiology of the central nervous system in health and in disease: sensory coding, reflex functions, motor control, effects of drugs on the central nervous system, physiological aspects of memory. Terms: 3 and 4. Weight: 3. *Somjen and Staff*

PHS-411(B).* **Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle, and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *Padilla, McCarty, Counce, and Kaufman*

PHS-416(B).* **Biophysics of Excitable Membranes.** Advanced quantitative approach to bioelectric membrane phenomena. Topics include the cable properties of axons, voltage clamping theory and techniques, the ionic mechanisms of excitation, mechanisms of synaptic and neuromuscular transmission, receptor mechanisms, models of membranes and neurons, and the pharmacology of excitable membranes. Terms: 1 and 2. Weight: 3 per 16 weeks. *Moore and Staff*

PHS-417(B).* **Cellular Endocrinology.** Current concepts of the mechanism of action of hormones at the cellular level, including hormone-receptor interactions, secondary messengers, regulation of protein synthesis, growth and differentiation, control of salt and water balance, regulation of substrate storage and mobilization, and modulation of hormone secretion. Terms: 1 and 2. Weight: 2 per 16 weeks. *Lebovitz, Handwerker, and Staff*

PHS-418(B).* **Reproductive Biology.** An in-depth study of male and female reproductive processes including neuroendocrine, pituitary and gonadal control mechanisms, as well as the physiology of pregnancy and parturition. The basic



lecture material in each section of the course is followed by seminar presentations by students and guest clinical faculty with emphasis on the interface between basic and clinical aspects. (Also listed as ANA-418(B) *). Terms: 3 and 4. Weight: 2. *Anderson, Schomberg, and Tyrey*

PHS-419(B).* Topics in Mathematical Physiology. Microcirculatory models, biological wave propagation, and dimensional analysis and scaling. Terms: 3 and 4. Weight: 3 per 16 weeks. *Blum, Moore, and Staff*

Psychiatry

Professor: H. Keith H. Brodie, M.D. (Columbia, 1965), *Chairman*.

DIVISION OF CHILD AND ADOLESCENT PSYCHIATRY

Professor: John A. Fowler, M.D. (Bowman Gray, 1946), *Head of Division*.
Visiting Research Professor: Robert Coles, M.D. (Columbia, 1954).
Associate Professors: Harold J. Harris, M.D. (Long Island Med Coll., 1949); J. David Jones, M.D. (Duke, 1954); Charles R. Keith, M.D. (Harvard, 1961).
Assistant Professors: Marcelino Amaya, M.D. (Univ. Nacional Autonoma de Mexico, 1954); William B. Anderson, M.D. (Minnesota, 1948).
Assistant Clinical Professor: Cesar Guajardo, M.D. (Univ. de Nuevo Leon, Mexico, 1961).
Clinical Associate: Lucy T. Davis, Ed.D. (Columbia, 1955); Donald L. Rosenblitt, M.D. (Duke, 1973); Jean G. Spaulding, M.D. (Duke, 1972).
Instructor: Alice F. Long, M.A. (Chicago, 1953).
Clinical Instructors: Barbara Denny, M.S.W. (North Carolina at Chapel Hill, 1975); Etta Leathers, M.E. (North Carolina Central, 1974).

DIVISION OF COMMUNITY AND SOCIAL PSYCHIATRY

Associate Professor: Charles E. Llewellyn, Jr., M.D. (Med. Coll. of Virginia, 1946), *Acting Head of Division*.
Professors: Kurt Back, Ph.D. (Massachusetts Inst. of Tech., 1949); George L. Maddox, Ph.D. (Michigan, 1956); Frederick T. Melges, M.D. (Columbia, 1961); Erdman B. Palmore, Ph.D. (Columbia, 1959).
Associate Professors: James H. Carter, M.D. (Howard, 1966); Johnnie L. Gallemler, Jr., M.D. (Emory, 1964); Jacquelyne J. Jackson, Ph.D. (Ohio State, 1960).
Assistant Professors: Linda George, Ph.D. (Duke, 1975); Kenneth Rockwell, M.D. (Duke, 1961).
Associate: Jane Clark Moorman, M.S.W. (Tulane, 1971).
Clinical Associate: James M. Hoover, M.D. (Iowa, 1966).
Lecturers: James W. Osberg, M.D. (Tufts, 1948); Robert Rollins, M.D. (Duke, 1956); N. P. Zarzar, M.D. (American Univ. of Beirut, 1956).
Clinical Instructor: Leslie Braasch, M.D. (State Univ. of New York, 1970).
Research Associate: Gerda Fillenbaum, Ph.D., (London, 1966).

DIVISION OF BIOLOGICAL PSYCHIATRY

Professor: William P. Wilson, M.D. (Duke, 1947), *Head of Division*.
Professors: H. Keith H. Brodie, M.D. (Columbia, 1965); Everett H. Ellinwood, Jr., M.D. (North Carolina at Chapel Hill, 1959); Robert L. Green, Jr., M.D. (Hahnemann, 1946); William K. Zung, M.D. (Texas, 1961).
Clinical Professor: Richard J. Wyatt, M.D. (Johns Hopkins, 1964).
Adjunct Associate Professor: C. William Erwin, M.D. (Texas, 1960).
Assistant Professor: John L. Sullivan, M.D. (Johns Hopkins, 1969).
Associate: Michael R. Volow, M.D. (Seton Hall, 1964).
Research Associate: Robert Abarno, M.A. (Goddard, 1977).
Medical Research Associate: Richard Weiner, M.D., Ph.D. (Duke, 1973).

DIVISION OF HIGHLAND HOSPITAL

Assistant Professor: Jack W. Bonner III, M.D. (Southwestern, 1965), *Head of Division*.
Associate Professor: Darwin Dorr, Ph.D. (Florida State, 1969).
Assistant Professor: Leo Potts, M.D. (Adelaide, Australia, 1955).
Assistant Clinical Professors: Louis A. Cancellaro, M.D. (Duke, 1965); Robert W. Gibson, Jr., M.D. (Bowman Gray, 1968); Hal G. Gillespie, M.D. (Med Coll. of South Carolina, 1964); Robert E. Huffman, M.D. (Tennessee, 1963); Anne E. Sagberg, M.D. (Oslo, 1946).
Associates: Joyce Bracewell, M.S.W. (Florida State, 1964); Linda J. Brannon, M.S. (Pennsylvania, 1971); Harold R. Gollberg, M.D. (Texas, 1966); Richard Selman, M.D. (Emory, 1972); Thomas A. Smith, M.D. (Tennessee, 1955); William A. Touchstone, M.A. (Iowa, 1974).
Clinical Associates: George W. Doss, M.D. (Texas, 1953); Jerry Howle, M.D., Ph.D. (South Carolina, 1973, 1976); Eric W. Peterson, M.D. (Duke, 1971); Anthony D. Sciaru, Ph.D. (Nebraska, 1976); William J. Shamblin, M.D. (Med. Coll. of Alabama, 1971); Jane Stephens, Ph.D. (Florida, 1975).

Instructors: Terrold W. Fox, M.S.W. (Florida State, 1965); Joan S. Grimes, M.S.W. (North Carolina at Chapel Hill, 1970); Shirley C. Singleton, M.S.W. (Michigan, 1958); Olin D. Wilson, M.S.W. (Florida State, 1968).

Clinical Instructors: Carol B. Cohen, M.S.W. (Wisconsin, 1975); Cecil T. Durham, M.D. (South Carolina, 1966); John W. Ledbetter, M.D. (Bowman Gray, 1953); Martin Mitchell, M.A. (North Carolina at Chapel Hill, 1972); Peggy Woodhall, M.S.W. (Florida, 1976).

Clinical Instructor of Psychiatric Nursing: Cheryl Lynn Gillespie, M.S. (East Carolina, 1975).
Research Associate: Charles R. Prohop, Ph.D. (Texas, 1977).

Lecturer: Theodore L. Seitz, Ph.D. (Denver, 1964); Bernard B. Harris, Ph.D. (Wisconsin, 1955).

DIVISION OF INPATIENT SERVICES

Professor: Frederick R. Hine, M.D. (Yale, 1949), *Head of Division*.

Professor: John M. Rhoads, M.D. (Temple, 1943).

Associate Professor: George A. Silver, M.D. (Duke, 1938).

Assistant Professors: Allen Dyer, M.D. (Duke, 1972); Elliott B. Hammett, M.D. (Duke, 1966); Z. Daniel Pauk, M.D. (Iowa, 1956).

Assistant Clinical Professor: Cynia B. Shimm, M.D. (Yale, 1950).

Associates: Ernest R. Braasch, M.D. (State Univ. of New York, 1970); Joseph Strayhorn, M.D. (Northwestern, 1974); Ervin Thompson, M.D. (Vanderbilt, 1972).

Associate in Psychiatric Recreation Therapy: Barbara A. Yoder, M.S. (Florida, 1970).

Clinical Associate: Robert D. Miller, Ph.D., M.D. (Duke, 1973).

Clinical Associate Psychiatric Nursing: Patricia Webster, M.S.N. (North Carolina at Chapel Hill, 1976).

Geropsychiatry

J. P. Gibbons Professor: Ewald W. Busse, M.D. (Washington Univ., 1942), *Associate Provost and Dean, Medical and Allied Health Education*.

Professors: Daniel T. Gianturco, M.D. (Buffalo, 1960); Adriaan Verwoerd, M.D. (Med. School of Amsterdam, 1952); Hsio-shan Wang, M.D. (National Taiwan Univ., 1953).

Associate Professor: Alan D. Whanger, M.D. (Duke, 1956).

Associate Medical Research Professor: Dietolf Ramm, Ph.D. (Duke, 1969).

DIVISION OF MEDICAL PSYCHOLOGY

Associate Professor: Robert J. Thompson, Ph.D. (North Dakota, 1971), *Head of Division*.

Professors: Irving A. Alexander, Ph.D. (Princeton, 1949); Robert C. Carson, Ph.D. (Northwestern, 1957); Edward Clifford, Ph.D. (Minnesota, 1954); Herbert F. Crovitz, Ph.D. (Duke, 1960); W. Doyle Gentry, Ph.D. (Florida State, 1969); Martin Lakin, Ph.D. (Chicago, 1955).

Associate Professors: Patrick A. Boudewyns, Ph.D. (Wisconsin, 1968); Elaine K. Crovitz, Ph.D. (Duke, 1964); Ila H. Gehman, Ed.D. (Pennsylvania, 1947); M. Marlyne Kilbey, Ph.D. (Houston, 1969); Patrick Logue, Ph.D. (North Dakota, 1965); Gail R. Marsh, Ph.D. (Iowa, 1968); W. Derek Shows, Ph.D. (Duke, 1967); Richard Surwit, Ph.D. (McGill, 1972).

Assistant Professors: Hugh V. Angle, Ph.D. (Texas Christian, 1969); Mary M. Huse, Ph.D. (Duke, 1959); Albert D. Lord, Jr., Ph.D. (Washington Univ., 1976); Robert D. Nebes, Ph.D. (California Inst. of Tech., 1971); Susan S. Schiffman, Ph.D. (Duke, 1970); Robert H. Shipley, Ph.D. (Iowa, 1972); Ilene Siegler, Ph.D. (Duke, 1974); Elizabeth Steinboch, Ph.D. (Oregon, 1977); Ph.D. (North Dakota, 1971); Russell F. Tomlinson, Ph.D. (Florida, 1957); Linda C. Wyrick, Ph.D. (Arizona, 1971).

Assistant Clinical Professor: Richard A. Lucas, Ph.D. (North Carolina at Chapel Hill, 1972).

Assistant Medical Research Professor: Ralph Cooper, Ph.D. (Rutgers, 1973).

Associates: David R. Anderson, Ph.D. (North Dakota, 1975); Charles D. Gasswint, Ph.D. (Oklahoma, 1968); Carole S. Orleans, Ph.D. (Maryland, 1977); Robert C. Smolen (Indiana, 1976); Harold A. Ziesat, Jr., Ph.D. (Arizona, 1976).

Clinical Associates: Helen T. Brantley, Ph.D. (Duke, 1973); James E. Byassee, Ph.D. (Louisville, 1975); Yonkel Goldstein, Ph.D. (Michigan State, 1976); Joseph E. Talley, Ph.D. (Virginia, 1977).

Clinical Instructors: John Curry, M.A. (Catholic Univ., 1972); Joseph W. Kertesz, M.S. (Michigan, 1973); Jeanne Street, M.A. (Florida, 1975).

DIVISION OF OUTPATIENT SERVICES

Associate Professor: Jesse O. Cavenar, M.D. (Arkansas, 1963), *Head of Division*.

Associate Professor: James L. Nash, M.D. (Duke, 1966); David S. Werman, M.D. (Lausanne, Switzerland, 1952).

Assistant Professor: William N. Grosch, M.D. (Albany Med. Coll., 1964); David M. Hawkins, M.D. (Duke, 1966).

Assistant Professor of Psychiatric Nursing: Eleanor M. White, M.S. (Oregon, 1963).

Assistant Clinical Professors: Martin G. Groder, M.D. (Columbia, 1964); Leroy B. Lamm, M.D. (Bowman Gray, 1946); Malcolm N. McLeod, M.D. (North Carolina at Chapel Hill, 1965); Robert D. Phillips, M.D. (Pennsylvania, 1952); Karl W. Stevenson, M.D. (Bowman Gray, 1966); Donald E. Widmann, M.D. (Case Western Reserve, 1960).

Clinical Associate: Kinsley Weatherly, M.D. (Emory, 1959).

Clinical Instructors: Ernest A. Raba, M.D. (Texas, 1972); Thomas Stephenson, M.D. (Michigan, 1972).

DIVISION OF PSYCHOSOMATIC MEDICINE

Associate Professor: Marianne S. Breslin, M.D. (Medical Academy, Duesseldorf, Germany, 1946), *Head of Division*.

Professors: Bernard Bressler, M.D. (Washington Univ., 1942); Joseph B. Parker, Jr., M.D. (Tennessee, 1941).

Associate Professor: Redford B. Williams, Jr., M.D. (Yale, 1967).

Assistant Professors: Daniel G. Blazer, M.D. (Vanderbilt, 1969); Jeffrey L. Houpt, M.D. (Baylor Coll. of Med., 1967); Allan A. Maltbie, M.D. (Emory, 1969).

Associates: James T. Moore, M.D. (Missouri, 1971); Stephen Weiler, M.D. (Ohio, 1973); James Weiss, M.D. (Louisiana, 1973).

Research Associate: Thomas L. Haney, B.A. (North Carolina at Chapel Hill, 1969).

DIVISION OF PSYCHIATRIC SOCIAL WORK

Assistant Professor: Martha L. Wertz, M.S.W. (Tulane, 1952), *Head of Division*.

Associates: Mary A. Black, M.S.W. (North Carolina at Chapel Hill, 1970); Katherine Buckner, M.S.W. (North Carolina at Chapel Hill, 1964); Hallie M. Coppedge, M.S.W. (North Carolina, 1948); Maxine R. Flowers, M.S.W. (Columbia, 1964); Glynn H. Fox, M.S.W. (Louisiana, 1966); Alice Myers, M.S.W. (North Carolina at Chapel Hill, 1966); Lily P. Wang, M.S.W. (North Carolina at Chapel Hill, 1959).

Clinical Associates: Mary E. Moore, M.S.W. (North Carolina at Chapel Hill, 1972); Betty B. Parham, M.S.W. (Smith, 1971); Constance B. Margolin, M.S.W. (Simmons, 1970).

Instructors: Bess Autry, M.S.W. (North Carolina at Chapel Hill, 1976); Muki Fairchild, M.S.W. (North Carolina at Chapel Hill, 1976); Stephen Hawthorne, M.S.W. (California, 1974); Belita Walker, M.S.W. (North Carolina at Chapel Hill, 1974).

Clinical Instructors: Barbara Denny, M.S.W. (North Carolina at Chapel Hill, 1975); Lauren Kaden, M.S.W. (Chicago, 1971).

Required Courses

PSC-200—consists of sixty hours devoted to human behavior. A lecture series which introduces the student to those behavioral sciences most relevant to medicine. Lecturers from the fields of behavioral neurobiology, psychology, psychiatry, and sociology discuss various areas of behavior function from the points of view of the several scientific disciplines. Areas selected for discussion are those corresponding most closely to areas of disordered function: consciousness, sensorium, memory, and intellectual functions (corresponding to organic brain disease and mental retardation); ego integration (schizophrenia); mood and affect (mood disorders); personality and interpersonal functions (neurosis and personality disorders); psychophysiological functions (psychosomatic disorders); social integration (sociopathic disorders). Functional and developmental points of view are presented and stages in the development of the individual personality are traced. Concurrently, a series of small group meetings provide opportunities for additional assimilation of lecture material and its application with specific examples of behavior through interviews of patients and group discussion. The small groups also provide opportunities to introduce effective techniques of human interviewing and interaction together with observation of the primary data of human behavior. Both didactic and small group portions of the course stress

relevance of human behavior to the biological and psychological aspects of medicine.

PSC-201—required during the second year—is an eight-week clerkship in clinical psychiatry. The student assumes limited responsibility, under supervision, for diagnosis and treatment of patients on the psychiatric wards, psychiatric outpatient clinic, and psychosomatic consultation services on nonpsychiatric wards of the hospital. Supervision is directed toward the application of concepts of diagnosis, psychopathological formulation, and therapy. These concepts are taken from descriptive, biological, psychoanalytic, and psychosocial contributions to current psychiatric thought. Supervision is also provided to develop interpersonal techniques of sensitive observation and therapeutic use of self. Emphasis is placed upon concepts and techniques applicable to all patients as well as psychiatric patients. To this end student interviews with patients on the nonpsychiatric services are reviewed with a psychiatric supervisor. Didactic instruction includes seminars on symptomatic, characterological, and psychophysiological neurotic conditions; the major psychoses; psychiatric problems of childhood; adolescence and late life; drug and somatic therapies; the psychotherapies; and introductory electroencephalography. In addition to rounds and case conferences, students are encouraged to observe psychotherapy and to participate in supervised psychological treatment whenever appropriate situations can be provided.

Electives

PSC-202(B).† Philosophy of Science and Behavioral Sciences. Survey of current theories of knowledge, particularly as they relate to the special complex problems of empirical meaning, objectivity, measurement, and verification in studies of human behavior. Consideration is also given to the mind-body problem. Term: 2. Weight: 1. *Hine*

PSC-213(B).† Human Development I: Birth to Adolescence. This course is a survey of the psychological development of the child from birth through adolescence. The first segment of the course is designed to provide the student with an awareness of some of the major theoretical orientations to child development including the psychoanalytic, Piagetian, and social learning positions. This is followed by a systematic study of the normal sequences of child development, focusing in particular on some of the major events in the cognitive, social, and emotional life of the child. The course is run in seminar fashion utilizing numerous theoretical and research papers as well as observation of children in naturalistic settings to facilitate class discussion. Students will also be asked to familiarize themselves with some of the research in child development by doing an indepth review of the literature in a defined area. A primary objective of the course is to provide the student with an understanding of normal child development in order to work more effectively with children and parents. Terms: 1 or 3. Weight: 2. *Anderson*

PSC-214(B).† Human Development II: The Later Years of Life. This course will cover the basic research material in the psychology of adult development and aging with an emphasis on such topics as personality development, intellectual development, learning and memory, health and behavior, and research methods. Additionally, guest lecturers will talk on the role of basic research in biochemistry and physiology of aging (Dr. Sylvia); the use of research knowledge base in geriatric medicine (Dr. Nowlin); and in geriatric psychiatry (Dr. Blazer). The course will be taught as a seminar. Students will be responsible for approximately 500

†For further information, contact the Associate Dean for Graduate Medical Education.

pages of text and expected to present various parts of the material to the seminar. Term: 2. Weight: 2. *Blazer, Nowlin, Siegler, and Sylvia*

PSC-215(B). Comparative Personality Theory. An examination of models of human functioning; topics will include examples from psychoanalytic, interpersonal, humanistic, behavioristic, and existential approaches with the goal of recognizing personality issues that may arise within the framework of the doctor-patient relationship. A paper covering empirical approaches is required. Term: 3. Weight: 1. *Crovitz*

PSC-223(B). Biological Correlates of Behavior. The course surveys neuroanatomical, neurophysiological, neurochemical, and neuropharmacological evidence of central nervous system function as it relates to normal and abnormal behavior. Clinical description, means of measurement, as well as the biological substrates of affective and cognitive disorders and psychoses, and the sequelae of aging and seizure disorders will be emphasized. Scientific bases of current therapeutic procedures, especially psychopharmacological, will be examined. Course format consists of assigned readings, study questions, lectures by faculty, and other active researchers. Mid-term and final examinations are given. Additionally, students will have an opportunity to become acquainted with and to participate in ongoing research if desired. Terms: 1-2. Weight: 4. *Ellinwood, Kilbey, Brodie, Wilson, Sullivan, and Marsh*

PSC-238(B).*† The Electroencephalogram and Psychological Function. A survey of the literature on brain wave correlates of intelligence, personality, behavior disorders, sleep, sensory stimulation, conditioning, and learning. Lectures and laboratory demonstrations are included. Also listed as Psychology 238 in the *Graduate School Bulletin*. Terms: 3 and 4. Weight: 3. *Marsh*

PSC-293(B).† Theory of Treatment Approaches of Behavioral Psychology. This course will cover learning theory behind the behavioral management of maladaptive behaviors, as well as those behaviors associated with chronic medical problems. Obesity, as an example of a chronic medical care problem, will be used as a model for elaboration of theory. The course is intended for those interested in psychiatry and/or chronic disease as seen in family practice. The relevance of this theory to the patient-doctor relationship will be indicated. Term: 3. Weight: 2. *Gentry*

PSC-299(B).† Preceptorship in Behavioral Science. Opportunity for the student to work closely with a member of the faculty in an area of mutual interest, with emphasis upon research. Every term. Weight: 1-8. *Ellinwood*

PSC-303(B).† Developmental Disabilities. The course will focus on several disorders illustrative of the field, such as retardation, autism and learning disabilities as well as broader issues relating to evolving approaches at diagnosis, remediation, and prevention. The objectives are to present what is known about the etiology and course of developmental disabilities as well as an appreciation of management issues. Terms: 1, 2. Weight: 2. *Thompson*

PSC-305(B).† Social and Cultural Aspects of Illness. Seminar on medical-social roles in community and hospital. Topics include physician-patient relationship; epidemiology of illness and health services in terms of ecology, social stratification, race, deviance, and life cycle. Students prepare and present to the seminar a term paper on a topic of their choice. Students wishing further work in one particular topic such as Negro sub-culture or gerontology, should take PSC-299(B) specifying particular interest. May be taken in conjunction with PSC-230(C) and PSC-251(C). Term: 3. Weight: 3. *Palmore and Maddox*

PSC-227(C). Behavioral Aspects of Pediatrics. The purpose of this course is to provide training and experience in recognizing and managing the emotional reactions of children to medical illness. An integral aspect of this course will be clinical interviews with selected family members to determine the impact of serious pediatric illness on the emotional health and well being of family members. (See also PED-227(C).) Terms: Terms 1, 2, 3, or 4; Summer Term I. Weight: 2-6. *Jones, Yancy, and Ms. Ivler*

PSC-234(C). Clinical and Experimental Psychopharmacology. Experience in one or more areas of psychopharmacology including clinical use of drugs, human experimental psychopharmacology and animal neuropharmacology. Lectures covering drug metabolism; mechanisms of action; drug-to-drug interaction; use of animal models for screening psychotropic compounds; animal models of psychosis; neurochemical, behavioral, and electrophysiological effects of drugs during acute and chronic administration; FDA guidelines for conduction of clinical drug trials; biometric approach to ratings of psychopathology; statistical models and computer analysis techniques. Term: 2. Weight: 4. *Zung, Ellinwood, Linnoila, and Sullivan*

PSC-240(C). Inpatient Psychiatry. This course is an intensive clinical experience in the diagnosis and treatment of severe and incapacitating psychiatric disorders. The student will be given more clinical responsibility than the comparable second year inpatient rotation. Patient care responsibilities will include management of ward milieu. Treatment approaches emphasizing psychotherapeutic medication, individual and group psychotherapy will be part of the clinical experience. Participation at selected patient care conferences and didactic lectures is expected. The rotation is available at Duke and the V.A. The rotation at the V.A. will include admission decision-making. This experience can be structured to include a survey of the variety of residential treatment available in this area. If desired a student may arrange for a special reading tutorial in related topics (e.g. schizophrenia). Every term. Weight: 8-6-3. *Cavenar and Hine*

PSC-243(C). Principles and Practice of Outpatient Psychiatry. Training and experience in recognizing and treating emotional disorders in outpatients. Supervised experience with patients having emotional problems commonly seen in medical practice. Training to include theory and techniques of brief psychotherapy, crisis intervention, supportive psychotherapy, and utilization of community resources, both at Duke Hospital and neighboring agencies. Every term. Weight: 3-8. *Hawkins, Rockwell, and Grosch*

PSC-245(C). Psychosomatic Medicine. The consultation-liaison services at the Duke Medical Center and the V.A. Hospital offer clinical clerkships in the psychological management of medical patients. At Duke Hospital, the student does consultations to the various medical and surgical services under the supervision of residents and staff. Emphasis is placed on training the student in interviewing, assessing, and intervening with patients who are depressed, hypochondriacal, responding emotionally to illness, or have conversion symptoms. At the V.A. Hospital opportunities are available to work with selected staff people on the emotional aspects of the disease process through surgical and medical liaison consultations. Students can select specific areas of interest which include emotional aspects of cardiac disease, intensive care, death and dying, orthopaedics, and management of pain. Terms: 1, 2, 3, or 4. Weight: 8. *Blazer, Breslin, Bressler, Houpt, Maltbie, Grosch, Parker, Sullivan, and Williams*

PSC-251(C). Community Psychiatry and Mental Health. The student will be assigned to a faculty member active in community mental health consistent with the student's special interests, such as agency consultation, sociological

studies, community health center operations, student mental health, suicide and crisis intervention, etc. The faculty instructor will work out a laboratory project and special areas of study. Terms: 1, 2, 3, or 4. Weight: 4-8. *Llewellyn, Maddox, Rockwell, Carter, Groder, Anderson, Harris, and Keith*

PSC-252(C). Christianity, Medicine, and Psychiatry. A clinical training program in which the relationships of Christian insights to the practice of medicine and especially psychological medicine are presented. The course includes attendance at regularly scheduled seminars; individual supervision in the diagnosis, management, and therapy of patients; supervised reading; and a special seminar related to religious psychopathology, as well as the mental health benefits of Christian beliefs. Terms: 1, 2, 3 or 4. Weight: 4 or 8. *Wilson*

PSC-253(C). Group Psychotherapy. Observation of an on-going outpatient group psychotherapy program. Every term. Weight: 1. *Hawkins and Staff*

PSC-255(C). Marriage Counseling in Medical Practice. Basic concepts of the marital relationship and the fundamentals of recognizing, evaluating, and counseling patients with marital problems will be taught. The orientation will be for the physician delivering primary care. References to the literature will be discussed, and a bibliography will be supplied; community resources for marriage counseling will be described; a field trip to a marriage counseling agency will be made; and students will be expected to present case material for discussion during class sessions. Term: 2. Weight: 1. *Llewellyn, Buckner and Breslin*

PSC-259(C). Clinical Electroencephalography. The purpose of this course is to acquaint the student with the clinical utility of the electroencephalogram in medical diagnosis. Supervised electroencephalographic interpretation sessions meet daily. Formal didactic instruction will also be provided. Every term. Weight: 2. *Wilson, Erwin, and Volow*

PSC-261(C). Clinical Psychology. The goal of this course is to help the student determine the relevance of psychological factors in the etiology and management of common medical problems. The course will introduce the student to psychological assessment techniques. Students will gain familiarity with the potential utility of these tests in medical practice by both observation and practice in their administration and interpretation. Students who are interested in medical problems such as cognitive impairment, low back pain, headache, or cardiac disease may elect to concentrate their efforts in a specific area. Terms: 1, 2, 3, or 4. Weight: 1. *Huse and Staff*

PSC-267(C). Clinical Child Psychiatry. Survey of child and adolescent psychopathology, including diagnostic treatment and consultative approaches. Conferences and seminars augment closely supervised clinical experiences. Terms: 1, 2, 3, or 4; terms 1 and 2; or terms 3 and 4. Weight: 3-6. *W. Anderson*

PSC-268(C). Psychosocial Aspects of Medical Illness. Seminars and supervised clinical experiences on the medical wards and clinics will be used to provide the student with knowledge of basic principles and practical clinical skills relevant to determining the role of psychosocial factors in the etiology and course of physical disease in man. This course must be taken in conjunction with a clinical rotation that includes ongoing responsibilities for patient care. Also listed as MED-268(C). Every term. Weight: 2. *Williams*

PSC-327(C). Practical Clinical Psychopharmacology. This course is designed to provide the prospective non-psychiatric physician with a practical approach to the drug management of psychiatric illnesses which are frequently encountered in a general medical or surgical setting. One of the two weekly course

hours will be a clinical case presentation. The other session will be devoted to a discussion of psychotropic drug side effects and drug interactions, medical complications of psychotropic drugs, and psychiatric complications of medical drugs. Every term. Weight: 2. *Sullivan and Gugelmann*

PSC-333(C). Psychiatric Theory and Practice and Therapeutic Community in a Private Psychiatric Hospital. Principles and practice of psychiatric diagnosis and treatment. Instruction in psychiatric interviewing techniques. Psychological testing theory and administration. Theory of, and supervised experience in, individual psychotherapy, group psychotherapy, occupational therapy, recreational therapy, and total management of the patient. Active involvement in therapeutic community of the hospital. Board and lodging for single and married students furnished. Every term. Weight: 9. *Bonner, Gillespie, and Green*

PSC-335(C). Research Preceptorship in Clinical Psychiatry. This course allows the student to work on a research project in clinical psychiatry with selected members of the psychiatric staff. Terms: 1, 2, 3, or 4. Weight: 3-8. *Clinical Staff by Arrangement and Gianturco*

PSC-337(C). Geriatric Psychiatry. The medical and clinical aspects of geriatric psychiatry with emphasis on diagnosis and management of geriatric patients in a variety of treatment facilities. Course includes attendance at scheduled conferences and supervised review of geriatric literature. Course may be taken in conjunction with PSC-214(B), Personality Development II—Adolescence and Old Age. Terms: 1, 2, 3, or 4. Weight: 3-8. *Verwoerd, Whanger, Blazer, Wang, Palmore, and Staff*



PSC-339(C). Preceptorships in Clinical Psychiatry. An advanced training program in the preceptorship style for the recognition, diagnosis, prognosis, and treatment of psychiatric disorders. Experience will be mainly with inpatients and patients seen in consultation from other services but may include outpatients as well. Terms: 1, 2, 3, or 4. Weight: 3-8. *Clinical Staff by Arrangement and Gianturco*

PSC-343(C). Clinical Aspects of Alcohol and Drug Abuse. The purpose of this course is to provide training and experience in recognizing and managing alcoholics and drug abusers. The student will participate in the evaluation and treatment of abusers. Students will also have the opportunity to participate in alcohol detoxification. The principles and practical management of detoxification of alcoholics will be demonstrated and discussed in depth. Personality characteristics and family interactions of abusers will be emphasized. Abuse is also a social process and the sociocultural milieu will be considered in depth. The student will also be instructed in the neuropharmacology of addicting drugs and alcohol. Students may also have the opportunity to participate in the on-going research of the Behavioral Neuropharmacology Section. Attendance at weekly neuropharmacology seminars is encouraged. Terms: 3 or 4. Weight: 4-8. *Ellinwood, Maddox, Rockwell, Angle, Kilbey, and Miller*

PSC-353(C). Prison Psychiatry—Adult and Adolescent. Part-time or full-time experience in a prison setting is offered. Diagnosis and treatment of adult and adolescent offenders with a variety of medical illnesses and behavioral disturbances are recognized. Elements of forensic psychiatry are stressed where appropriate. Supervision is provided by Duke and University of North Carolina consultants and the Central Prison Hospital and mental health staff. Opportunities for participation in a wide range or original and continuing research are available. Every term. Weight: 2-9. *Carter, Smith, Kaye, and Felix*

PSC-355(C). Clinical Experience in Psychotherapy. This course provides supervised instruction in the long-term care of patients with emotional illness. The student will undertake the psychotherapy of a patient under the direction of a member of the psychiatric faculty. The arrangement with the psychiatric supervisor should be discussed and confirmed with the fourth year clinical departmental professional adviser in psychiatry. Every term. Weight: 1-3. *Gianturco and Staff*

PSC-357(C). Clinical Applications of Biofeedback and Behavior Therapies. This course is designed to acquaint the student with behavioral treatment approaches which have proved useful in management of many medical problems. Students will be involved in evaluation and treatment of patients with somatic and psychiatric disorders. Treatment will consist of behavioral modification approaches with particular emphasis on biofeedback. Every term. Weight: 1. *Williams*

PSC-365(C). Individual Psychotherapy Based on Psychoanalytic Theory. Seminar concerning the theory and practice of individual psychotherapy involving reading, lecture, and discussion. If possible, on-going discussion of student's cases will be utilized. Students will be encouraged to become involved in therapeutic work with an individual case. Term: 1. Weight: 1, 2, 3. *Pauk*

Radiology

Professor: Charles E. Putman, M.D. (Texas, 1967), *Chairman*.

DIVISION OF DIAGNOSTIC RADIOLOGY

Professor: Reed P. Rice, M.D. (Indiana, 1955), *Director*.

Professors: William F. Barry, Jr., M.D. (Pennsylvania, 1948); George Baylin, M.D. (Duke, 1937); James T.T. Chen, M.D. (Natl. Defense Med. Ctr., 1950); John A. Goree, M.D. (Duke, 1955); Herman Grossman, M.D. (Columbia, 1953); Irwin Johnsrude, M.D. (Univ. of Manitoba, 1956).

Associate Professors: Eric L. Effmann, M.D. (Indiana, 1967); John A. Gehweiler, M.D. (Duke, 1956); Donald C. Jackson, M.D. (Sheffield, 1954); John P. Jimenez, M.D. (Med. Coll. of Virginia, 1955); David F. Merten, M.D. (Cincinnati, 1948); Robert McLelland, M.D. (Cincinnati, 1948); Robert A. Older, M.D. (Duke, 1968); James C. Reed, M.D. (Miami, 1968); Thomas T. Thompson, M.D. (Medical Coll. of Va., 1964); William M. Thompson, M.D. (Pennsylvania, 1969).

Assistant Professors: Collins Baber, M.D. (Duke, 1973); Toby Brown, M.D. (North Carolina at Chapel Hill, 1971); Oliver P. Charlton, M.D. (Witwatersrand, South Africa, 1954); William M. Clark, M.D. (Harvard, 1971); Richard H. Daffner, M.D. (Buffalo, 1969); Michael D. Halber, M.D. (Colorado, 1971); Frederick M. Kelvin, M.D. (Univ. of London, 1966); Salutaris Martinez, M.D. (Havana Univ., 1961); Michael McCrory, M.D. (Tufts, 1973); Carlisle L. Morgan, M.D. (Miami, 1972); Josephine Newell, M.D. (Maryland, 1949); Terrence A. Oddson, M.D. (Texas Southwestern, 1969); William S. Trought, M.D. (Tufts, 1968).

Associates: William M. Clark, M.D. (Harvard, 1971); William Foster, Jr., (Duke, 1973).

DIVISION OF NUCLEAR MEDICINE

Professor: Jack K. Goodrich, M.D. (Tennessee, 1953), *Director*.

Associate Professors: C. Craig Harris, M.S. (Tennessee, 1951); Robert H. Wilkinson, Jr., M.D. (Washington Univ., 1958); Joseph P. Workman, M.D. (Maryland, 1946).

Assistant Professor: William H. Briner, B.S. (Temple, 1954).

Associates: Frederick P. Bruno, M.S. (Florida, 1965); Elizabeth Blackburn, R.T., M.Ed. (Madison, 1954).

DIVISION OF RADIATION BIOLOGY

Professor: Aaron P. Sanders, Ph.D. (North Carolina at Chapel Hill, 1964), *Director*.

Associate Professor: William D. Currie, Ph.D. (North Carolina at Chapel Hill, 1964); Raymond U. Ph.D. (Kyoto, Japan, 1970).

DIVISION OF RADIATION PHYSICS

Professor: Fearghus O'Foghludha, Ph.D. (Natl. Univ. of Ireland, 1961), *Director*.

Associate Professor: Alice McCrear, M.S. (Chicago, 1956).

Research Associates: James W. Blackburn; G. Allan Johnson, Ph.D. (Duke, 1974); E. Lowry Manson, Jr. (The Citadel, 1970).

DIVISION OF RADIATION THERAPY

Professor: Lowell S. Miller, M.D. (Duke, 1945), *Director*.

Associate Professors: Kent T. Woodward, M.D. (Med. Coll. of South Carolina, 1947), Ph.D. (Rochester, 1966); Boyd T. Worde, M.D. (Tennessee, 1947).

Assistant Professor: K.T. Noell, M.D. (Rochester, 1967).

Associate: Robert I. Fishburn, M.D. (California, 1970).

RADIATION SAFETY

Associate: Conrad Knight, B.S. (Norwich, 1953).

Required Course

RAD-200—the basic course in radiology for all medical students is combined with physical diagnosis and laboratory diagnosis into IND-200. The course is a concentrated lecture series with correlating demonstration laboratories designed to provide a broad introductory exposure to the entire field of radiology including diagnostic radiology, therapeutic radiology, and nuclear medicine.

Electives

RAD-205(B). Introduction to Radiological Sciences. Basic principles underlying radiography, contrast materials, ultrasound, nuclear medicine, and computerized tomography will be presented. A thorough review of radiographic anatomy will precede an organ-system approach to radiologic-pathologic correlation. Lectures will be supplemented with demonstrations and laboratory work. Term: 3. Weight: 3. *Effmann, Thompson, and Putman*

RAD-221(B). General Physics of Radiology. Basic physics underlying radiation diagnosis and therapy, emphasizing production and measurement of ionizing radiation and radiation interactions in tissue; physical rationale of radiation methods in clinical practice; survey of recent developments in radiological equipment; radiation hazards. Terms: 2 and 3. Weight: 2. *O'Foghluha*

RAD-223(B). Radioisotope Methods and Techniques in Biomedical Research. Introduction to principles and practices in biomedical research applications of radioactive materials: fundamentals of radioactivity, nuclear instrumentation, counting methodology, statistics of counting, liquid scintillation counting, external standard ratio, sample preparation. This course will be helpful for those seeking state or federal licenses for biomedical research uses of radioactive materials. Terms: 3. Weight: 2. *Sanders, O'Foghluha, McCrea, Currie, and Knight*

RAD-227(B). General Radiobiology. Basic fundamentals essential to an understanding of biological effects of ionizing radiation. Major sections include radiation physics, radiation dosimetry, target theory, and activated water theory in radiation damage, oxygen effect, radiobiochemistry, subcellular effects, tissue radiosensitivity, general radiation syndrome. Term: 3. Weight: 2. *Sanders, Currie, and U*

RAD-250(B). Tutorial in Radiology. An individually arranged experience in which the student identifies with and participates in an established research program of a faculty member. Program should be arranged with DPA and proposed faculty member well in advance of starting date. Every term. Weight: 1-8. *Effmann, Thompson, and Putman*

RAD-207(C). Pediatric Radiology. A specialized program of instruction and participation in the wide variety of radiographic examinations in the pediatric age group. Special correlation of these examinations to the problems of specific diagnosis and patient care will be made. Students are to meet with Dr. Grossman prior to registering for this course. Every term. Weight: 4-8. *Grossman and Staff*

RAD-209(C). Clerkship in Neuroradiology. A specialized program of detailed instruction in neuroradiology. The program includes participation in the performance and interpretation of a variety of examinations including cerebral angiography, pneumoencephalography, computerized axial tomography, myelography.

raphy, and others. Student is to meet with Dr. Goree prior to registering for this course. Every term. Weight: 4. *Goree, Jimenez, and Staff*

RAD-215(C). Clinical Radiation Therapy. Approximately one-quarter of new cancer patients seen at the Medical Center are treated by the Division of Therapeutic Radiology. The course provides a broad opportunity to observe and participate in the management of cancer patients before, during, and after treatment. The course is aimed particularly at students leaning toward careers in medical oncology, urology, gynecology, otolaryngology, thoracic surgery, and general surgery, as well as radiotherapy. Students are to meet with the departmental professional adviser prior to registering for any of the clinical electives in radiology. Every term. Weight: 4-8. *Miller and Staff*

RAD-229(C). Basic Radiology Clerkship. This is designed to provide a broad exposure to varied aspects of radiology, with the emphasis on diagnostic radiology. The elective consists of: (a) an informal lecture course, (b) viewing a series of audiovisual tapes, (c) use of an extensive teaching file of radiographs, and (d) weekly rotations observing the performance and interpretation of routine and special radiographic procedures. The student is expected to spend one week on the chest rotation but additional time in chest radiology in one week blocks up to a maximum of four weeks may be arranged with Dr. Reed (maximum two students). The other rotations are entirely at the student's discretion, and may include GI, GU, skeletal, neuro, ENT, ultrasound, CT, pediatrics, and vascular radiology. Rotations to Veterans Administration Hospital radiology, nuclear medicine and radiation therapy can also be arranged. All registrants will meet with Dr. Kelvin in a week prior to starting the course to discuss their individual needs. Every term. Weight: 4-8. *Kelvin and Staff*

Surgery

James B. Duke Professor: David C. Sabiston, Jr., M.D. (Johns Hopkins, 1947), *Chairman*.

DIVISION OF GENERAL AND THORACIC SURGERY

Professors: William W. Shingleton, M.D. (Bowman Gray, 1943), *Chief of Division of General Surgery*.

Professors: D. Bernard Amos, M.D. (Guys Hospital, London, 1963), *Experimental Surgery*; William G. Anlyan, M.D. (Yale, 1949); Dani P. Bolognesi, Ph.D. (Duke, 1964), *Experimental Surgery*; Eugene D. Day, Ph.D. (Delaware, 1952), *Experimental Surgery*; R. Scott Jones, M.D. (Texas, 1961); Norman Kirshner, Ph.D. (Pennsylvania, 1952), *Experimental Surgery*; H. Newland Oldham, Jr., M.D. (Baylor, 1961); William P. J. Peete, M.D. (Harvard, 1947); Raymond W. Postlethwait, M.D. (Duke, 1937); Will C. Sealy, M.D. (Emory, 1936); Hilliard F. Seigler, M.D. (North Carolina at Chapel Hill, 1960); Delford L. Stickel, M.D. (Duke, 1953); Samuel A. Wells, Jr., M.D. (Emory, 1961); W. Glenn Young, Jr., M.D. (Duke, 1948).

Associate Professors: Darell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971), *Experimental Surgery*; Howard C. Filston, M.D. (Western Reserve, 1962); James C. A. Fuchs, M.D. (Johns Hopkins, 1964); Joseph A. Moylan, Jr., M.D. (Boston, 1964); Norman F. Ross, D.D.S. (Temple, 1937), *Dentistry*; Wirt W. Smith, M.D. (Texas, 1951), *Experimental Surgery*; Andrew S. Wechsler, M.D. (State Univ. of New York, 1964); Walter G. Wolfe, M.D. (Temple, 1963).

Associate Medical Research Professor: Per-Otto F. Hagen, F.H.W.C. (Watt University, Edinburgh, Scotland, 1961), *Experimental Surgery*.

Associate Clinical Professors: James E. Davis, M.D. (Pennsylvania, 1943); William F. Hollister, M.D. (Duke, 1939); H. Max Schiebel, M.D. (Johns Hopkins, 1933); Stewart M. Scott, M.D. (Baylor, 1951); Gulshan K. Sethi, M.D. (All India, 1963); Timothy Takaro, M.D. (New York Univ., 1943).

Assistant Professors: Jeffrey J. Collins, Ph.D. (Harvard, 1972), *Experimental Surgery*; William Dille, Ph.D. (California, 1970); Robert H. Jones, M.D. (Johns Hopkins, 1965); Jonathan P. Leis, Ph.D. (Cornell, 1970), *Experimental Surgery*; Frances F. Ward, Ph.D. (Brown, 1965), *Experimental Surgery*.

Assistant Medical Research Professor: Walter Duran, Ph.D. (Catholic University of Chile, 1965), *Experimental Surgery*.

Assistant Clinical Professors: Albert H. Bridgman, M.D. (Louisiana State, 1956); Rollins S. Burhans, Jr., M.D. (Louisville, 1963); Gordon M. Carver, M.D. (Duke, 1948); John M. Cheek, Jr., M.D.

(Bowman Gray, 1945); John T. Daniels, M.D. (Howard, 1964); Thomas J. Enright, M.D. (Buffalo, 1948); Alphonse J. Langlois, Ph.D. (Duke, 1966); Walter J. Loehr, M.D. (Cornell, 1963); F. Maxton Mauney, Jr., M.D. (Duke, 1959); W. B. McCutcheon, Jr., M.D. (Virginia, 1952); Amir A. Neshat, M.D. (Isfahan University, Iran, 1960); E. Wilson Staub, M.D. (Northwestern, 1957); Douglas H. Stone, M.D. (Harvard, 1937); Charles D. Watts, M.D. (Howard, 1943); James S. Wilson, M.D. (Duke, 1937).

Clinical Associates: Theron C. Johnson, D.D.S. (Kansas, 1960), Dentistry; William S. Sartorius, Jr., D.D.S. (Maryland, 1970), Dentistry.

Research Associates: Gudrun Huper, M.A.; Carol J. W. Lewis, Ph.D. (North Carolina at Chapel Hill, 1972); Thomas J. Matthews, Ph.D. (Missouri, 1971); Ronald C. Montelaro, Ph.D. (Wisconsin, 1975); Anthony V. Seaber; Gary M. Stuhlmiller, Ph.D. (Duke, 1976); Marguerite Alberta Thiele, A.B.

DIVISION OF NEUROSURGERY

Professor: Robert H. Wilkins, M.D. (Pittsburgh, 1959), *Chief*.

James B. Duke Professor: Guy L. Odom, M.D. (Tulane, 1933).

Professor: Blaine S. Nashold, M.D. (Louisville, 1949).

Associate Professor: Wesley A. Cook, Jr., M.D. (Oregon, 1963).

Assistant Professor: Bruno J. Urban, M.D. (Germany, 1960).

Research Associate: Vincent A. Varitek, Ph.D. (Duke, 1977).

Associate: Richard S. Kramer, M.D. (Duke, 1962).

DIVISION OF ORAL SURGERY

Professor: Nicholas G. Georgiade, D.D.S., M.D. (Duke, 1949); *Chief*.

Clinical Instructors: Claude J. Hearn, D.D.S.; Glenn A. Lazenby, D.D.S.; Jere E. Roe, D.D.S.

DIVISION OF ORTHOPAEDIC SURGERY

Professor: J. Leonard Goldner, M.D. (Nebraska, 1943); *Chief*.

Professors: Frank H. Bassett III, M.D. (Louisville, 1957); Frank W. Clippinger, M.D. (Washington University, 1952); Donald E. McCollum, M.D. (Bowman Gray, 1953); James R. Urbaniak, M.D. (Duke, 1962).

Associate Professor: William D. Gentry, Ph.D. (Florida State, 1969).

Associate Clinical Professors: Everett I. Bugg, Jr., M.D. (Johns Hopkins, 1937); Ralph W. Coonrad, M.D. (Duke, 1947); John Glasson, M.D. (Cornell, 1943); Frank H. Stelling III, M.D. (Georgia, 1938).

Assistant Professors: Donald S. Bright, M.D. (Maryland, 1967); Evan Evans, Ph.D. (California at San Diego, 1970); John M. Harrelson, M.D. (Duke, 1964); Robert J. Ruderman, M.D. (Rochester, 1968).

Assistant Clinical Professors: J. Lawrence Frank, M.D. (Duke, 1965); J. George Jonas, M.D. (Zurich, 1954); Stephen N. Lang, M.D. (Illinois, 1965); C. Robert Lincoln, M.D. (Med. Coll. of Virginia, 1960); Angus M. McBryde, Jr., M.D. (Duke, 1963); Robert E. Musgrave, M.D. (Tennessee, 1946); William S. Ogden, M.D. (Med. Coll. of Georgia, 1965); Eugene L. Zorn, M.D. (New York Med. Coll., 1941).

Associate: Harold A. Ziebat, Jr., Ph.D. (Arizona, 1976).

Clinical Associates: Delos W. Boyer, M.D. (George Washington, 1950); Albert T. Jennette, M.D. (North Carolina at Chapel Hill, 1959); Glendall L. King, M.D. (Washington Univ., 1955), Ph.D. (Illinois, 1949); Leslie C. Meyer, M.D. (Nebraska, 1943); George R. Miller, M.D. (Rochester, 1944); Ronald A. Pruitt, M.D. (Medical College of Virginia, 1959).

Clinical Instructor: William J. Callison, M.D.

DIVISION OF OTOLARYNGOLOGY

Professor: William R. Hudson, M.D. (Bowman Gray, 1951), *Chief*.

Professor: George Baylin, M.D. (Duke, 1937).

Associate Professors: T. Boyce Cole, M.D. (North Carolina at Chapel Hill, 1962); Joseph C. Farmer, Jr., M.D. (Duke, 1962); Patrick D. Kenan, M.D. (Duke, 1959).

Associate Clinical Professors: George B. Ferguson, M.D. (Jefferson Medical College, 1932); Carl M. Patterson, M.D. (Maryland, 1944).

Assistant Medical Research Professor: John H. Casseday, Ph.D. (Indiana, 1970).

Assistant Clinical Professor: Seth G. Hobart, Jr., M.D. (Virginia, 1950).

Associate: Peter G. Kaufman, Ph.D. (Chicago, 1971).

Clinical Associates: Edward V. Hudson, M.D. (Bowman Gray, 1962); William B. Inabnet, M.D. (Louisiana, 1958); Robert L. Lawrence, M.D. (Vanderbilt, 1963); Thaddeus H. Pope, Jr., M.D. (North Carolina at Chapel Hill, 1957).

DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY

Professor: Nicholas G. Georgiade, D.D.S., M.D. (Duke, 1949), *Chief*.
Professors: Edward Clifford, Ph.D. (Minnesota, 1954); Kenneth L. Pickrell, M.D. (Johns Hopkins, 1935); Galen W. Quinn, D.D.S. (Creighton, 1952), Orthodontics.
Associate Professor: Donald Serafin, M.D. (Duke, 1964).
Assistant Professors: John C. Angelillo, D.D.S., M.D. (Duke, 1970); Calvin R. Peters, M.D. (Louisiana, 1964).
Assistant Clinical Professor: Kenneth R. Diehl, D.M.D. (Emory, 1961), Orthodontics.
Research Associates: Ruth S. Georgiade, M.A.; Elizabeth H. King, M.D. (Duke, 1958).
Clinical Research Associate: William A. Harris, M.A. (East Carolina University, 1967).

DIVISION OF UROLOGIC SURGERY

Professor: James F. Glenn, M.D. (Duke, 1953), *Chief*.
Professors: E. Everett Anderson, M.D. (Duke, 1958); John E. Dees, M.D. (Virginia, 1933); James H. Semans, M.D. (Johns Hopkins, 1936).
Associate Professors: Robert A. Bonar, Ph.D. (California at Berkeley, 1953), Biophysics; David F. Paulson, M.D. (Duke, 1964); John L. Weinerth, M.D. (Harvard, 1967).
Associate Clinical Professors: John H. Grimes, M.D. (Northwestern, 1965); Jack Hughes, M.D. (Pennsylvania, 1943); Louis C. Roberts, M.D. (Duke, 1934).
Assistant Professors: Elaine K. Crovitz, Ph.D. (Duke, 1964); Ronald P. Krueger, M.D. (Duke, 1965).
Assistant Medical Research Professors: Don D. Mickey, Ph.D. (Louisiana State, 1969); Kenneth Stone, Ph.D. (Colorado, 1971).
Assistant Clinical Professors: A. James Coppridge, M.D. (Virginia, 1953); Alvin D. Couch, M.D. (South Carolina, 1948); Joyce D. Coughlin, M.D. (Buffalo, 1944); Hector H. Henry II, M.D. (Tulane, 1965); Edwin M. Tomlin, M.D. (Tennessee, 1946).
Associate: Robert W. Green, Ph.D. (Hawaii, 1969).
Clinical Associates: James A. Bergant, M.D. (Kansas, 1969); Alexander Maitland III, M.D. (Yale, 1955); George H. Mickey, Ph.D. (Texas, 1938); Randall B. Vanderbeek, M.D. (Duke, 1963).
Clinical Instructor: Oscar W. Brazil, Jr., M.D. (Louisiana State University Medical School, 1961).
Research Associates: Yousuf Sharief, Ph.D. (North Carolina State, 1973); Karen S. Webb, Ph.D. (North Carolina at Chapel Hill, 1973); Heidi Wunderli, M.D. (University of Basel, 1975).
Clinical Research Associate: Dannie H. King, M.S.

PROGRAM IN HEARING AND SPEECH DISORDERS

Professor: LuVern H. Kunze, Ph.D. (Iowa, 1962), *Director*.
Associate Professor: Bruce A. Weber, Ph.D. (Illinois, 1966).
Assistant Professors: Jennifer Horner, Ph.D. (Florida, 1977); John E. Riski, Ph.D. (Florida, 1976).
Associates: Burton B. King, M.A. (Northwestern, 1955); Robert G. Paul, Ph.D. (Oklahoma, 1969).
Instructor: Barbara G. Saunders, M.A.

Required Course

SUR-200, the required course in surgery, is given in the second year and consists of an eight week clinical clerkship. The primary goal is the presentation of those concepts and principles which characterize the discipline of surgery. The fundamental features which form the foundation of surgical practice are presented at seminars three times weekly. The subjects discussed include antisepsis, surgical bacteriology, wound healing, inflammation, fluid and electrolyte balance, shock, the metabolic response to trauma, biology of neoplastic disease, gastrointestinal physiology and its derangements, and blood coagulation, thrombosis, and embolism.

The students are divided into two groups, one at Duke and the other at the V.A. Hospital, and each works with two members of the surgical faculty. Students are assigned patients on the surgical wards for diagnosis and management, and clinical rounds are made three times weekly with the faculty. A full-time teaching resident is assigned for the course in order to provide the students with continuous and readily available instruction at all times. A one hour session is devoted daily to demonstrations by the surgical specialties including neurosurgery, orthopaedics,

otolaryngology, plastic surgery, and urology. The students attend a weekly session in experimental surgery, during which each student serves in rotation as the anesthesiologist, first assistant, and operating surgeon in performance of surgical procedures on experimental animals.

Electives

SUR-201(C). Advanced Surgery—Emphasis Cancer. Advanced concepts in surgery will be presented in seminars, and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to clinical cancer and related basic topics, and the remainder to surgery generally. (Note: a seminar will be the same as in SUR-291. The student, therefore, may elect to take SUR-201 or 291 but not both. Terms: 1, 2, 3, and 4. Weight: 8. *Shingleton, Wells, Seigler, and Staff*

SUR-202(C). Advanced Surgery—Emphasis Cardiovascular-Thoracic. Advanced concepts in surgery will be presented in seminars and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to cardiovascular-thoracic surgery and related basic topics, and the remainder to surgery generally. Term: 2. Weight: 8; 2 for seminars only. *Sabiston, Oldham, Sealy, Wolfe, Young, R. Jones, and Fuchs*

SUR-203(C). Advanced Surgery—Emphasis Transplantation. Advanced concepts in surgery will be presented in seminars, and in ward, clinics, and operating room experience. Fifty to 75 percent of the time will be devoted to clinical transplantation and related basic topics, and the remainder to surgery generally. Term: 3. Weight: 8; 2 for seminars only. *Stickel, Seigler, Amos, and Staff*

SUR-219(C). Advanced General and Thoracic Surgery (V.A. Hospital). Special attention will be given to those subjects in surgery common to all medical practices. Patients will be assigned to the students. The major emphasis will be on physiologic and pathologic changes, diagnosis, and the indications for operation. Every term. Weight: 8. *Postlethwait, Oldham, Fuchs, Seigler, Stickel, Scott Jones, and Wechsler*

SUR-221(C). Surgical Specialties and Ophthalmology (V.A. Hospital). The student will attend selected conferences of all the surgical specialties and ophthalmology. Additionally, the student will select two or three of these specialties in which to concentrate experience (on one service at a time) in the operating rooms, clinics, and wards of the V.A. Hospital, pathophysiology, diagnosis, and treatment will be emphasized. Every term. Weight: 8. *Postlethwait, Chandler, Kunan, Paulson, Ruderman, and Cook*

SUR-222(C). Clinical Dentistry. Normal and abnormal development of head and oral structures. Importance of teeth for mastication, speech, and esthetics. Pediatric to geriatric dental disease, its prevention, examination, diagnosis, and treatment. Surgical correction and clinical management of oral surgical problems. Clinical duty. Every term. Weight: 1. *Quinn, Ross, Diehl, and Georgiade*

SUR-223(C). Medical and Surgical Renal Disease. Experience is offered in diagnosis and management of surgical diseases of the urinary tract and medical renal diseases with emphasis on clinical patient care. Participation in special urologic clinics and exposure to hemodialysis is offered with emphasis upon renal transplantation, renal failure, renovascular hypertension, and other aspects of medical and surgical disease. Every term. Weight: 8. *Glenn, Robinson, and Respective Staffs*

SUR-227(C). Clinical Urologic Surgery. The diagnosis, management, and surgical treatment of patients with urologic disorders will be stressed. Students will be afforded intimate association with the entire staff in the clinics, wards, and operating rooms and will participate in surgery. Cystoscopic and urographic

diagnostic methods along with other techniques will be taught. Every term. Weight: 8. *Glenn, Dees, Anderson, Paulson, Weinerth, and Older*

SUR-230(C). Seminar in Urologic Diseases and Techniques. Lecture-seminar course by members of the staff in urology and radiology, providing an introduction to the spectrum of urologic diseases, amplified by demonstration of urologic and radiologic diagnostic methodology. Clinical problems to be stressed include endocrinopathies, pediatric urology, obstructive uropathies, renovascular hypertension, urinary calculi, and urologic malignancies. Informal seminars given weekly. Every term. Weight: 2. *Glenn, Anderson, Paulson, Weinerth, Older, and Staff*

SUR-233(C). Basic Neurosurgery Course. Disease conditions commonly encountered in neurosurgery are presented. Clinical presentation of a common neurological disorder, such as brain tumor or head injury, is made by a member of the staff. Clinical features and plan of diagnostic investigation are stressed. The clinical disorder is used as a focal point from which to carry the presentation into the basic sciences are related to the clinical problem. Terms: 1, 2, 3, or 4. Weight: 1. *Wilkins, Cook, and Kramer*

SUR-235(C). Clinical Neurosurgery. Course is designed for those students with future interest in the neurological sciences. Duties include the workup and care of inpatients, workup of clinic patients, assistants in the operating room, daily rounds, and night call. Weekly conferences are held in neurosurgery, neurology, neuropathology, and neuroradiology, that are also special lectures. Every term. Weight: 8. *Wilkins, Nashold, Cook, and Kramer*

SUR-237(C). Investigative Neurosurgery. The student is assigned a project relating to the neurological sciences and, within reason, is provided with technical help, recording equipment, and experimental animals necessary for its completion. Each student plans and executes an individual project, with the help of the neurosurgery staff. Attendance at weekly conferences is required. Terms: 1, 2, 3, or 4. Weight: 8. *Wilkins, Nashold, Cook, and Kramer*

SUR-239(C). Clinical Otolaryngology. This course will provide the student with a comprehensive survey of clinical otolaryngology. Duties will include participation in both outpatient clinic activities and inpatient care in addition to assisting in the operating room. The student will participate in ward rounds and in the various conferences held by the division. Every term. Weight: 4 or 8. *Hudson, Kenan, Cole, and Farmer*

SUR-240(C). Otolaryngologic Seminar. This conference and demonstration course will provide an introduction to a variety of clinical problems in otolaryngology. Lectures will be supplemented with case presentations illustrating problems encountered in this field. Every term. Weight: 1. *Hudson, Kenan, Cole, and Farmer*

SUR-242(C). Psychophysiology of Hearing. An examination of the relation of anatomy and physiology of the central auditory system to auditory discriminations. Original papers on neuroanatomy, electrophysiology, and psychophysics of hearing will be read and discussed. Also listed as Psychology 321 in *Graduate School Bulletin*. Terms: 3 and 4. Weight: 3. *Casseday*

SUR-245(C). Reconstructive Plastic Surgery. Study of broad principles of trauma, wounding, healing, and varied reparative processes. Every term. Weight: 8. *Georgiade, Pickrell, Serafin, and Peters*

SUR-255(C). Medical Speech Pathology. Diagnostic and rehabilitation treatment used with patients at the Medical Center, including articulation disorders, delayed speech development, cleft palate, stuttering, voice disorders, aphasia, cerebral palsy, language disorders, mental retarded speech, lisping, oral inaccuracy,

laryngectomy, and other disorders of speech not falling under one certain category. Every term. Weight: 1. *Massengill*

SUR-259(C). General Principles of Orthopaedics. A full-time or part-time experience on the orthopaedic service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experiences are included. Individual or group discussions each day with attending staff. The purpose of the course is to present broad concepts of orthopaedics to students planning general practice, pediatrics, allied surgical specialties, or orthopaedics. Every term. Weight: 4 or 8. *Goldner, Clippinger, McCollum, Bassett, Urbaniak, Harrelson, Bright, and Staff*

SUR-261(C). Office and Ambulatory Orthopaedics. A full or part-time experience on the orthopaedic service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experiences are included. Individual or group discussions each day with attending staff. The purpose of the course is to offer clinical experience to students who have completed the seminar portion of Surgery 259(C). Rotations will be similar to those of Surgery 259(C). Terms: 2 or 4. Weight: 8. *Bassett, Clippinger, Goldner, McCollum, Urbaniak, Bugg, Coonrad, Lincoln, Glasson, Lang, Frank, Harrelson, and Bright*

SUR-267(C). Clinical Conference in Cerebral Palsy and Children's Orthopaedics. Conference is arranged for those interested in neurological disease, pediatric orthopaedic problems, and related fields. These conferences demonstrate both the individual and group approach to the patient with complex neurologic conditions as it effects both growth and development. Outpatients and inpatients are utilized for subject material. Staff personnel readily available for individual seminars. Terms: 1, 2, 3, or 4. Weight: 2 or 4. *Coonrad, Bassett, and Goldner*

SUR-275(C). Electromyography. This course is an introduction to the theory, techniques, and practice of clinical electromyography. Conference and demonstrations are the principle methods of instruction. The student participates in all phases of diagnostic study and learns the indications for use of electromyography as well as the interpretation of data. Every term. Weight: 2. *Clippinger, Urbaniak, and Orthopaedic Staff*

SUR-276(C). Advanced Clerkship in Pediatric Surgery. This course is designed to familiarize the student with the whole range of surgical problems in children but with emphasis on the pathophysiology of surgical and related problems in the newborn infant and the total care of the child with a malignancy. Although the course may be taken for the full eight weeks it is strongly recommended that it be combined with four weeks of Advanced Surgical Clerkship (Surgery 299C) or with four weeks of neonatology (Pediatrics 225C) depending on the interests of the student. Every term. Weight: 4 or 8. *Filston*

SUR-277(C). Orthopaedic Research. Individual projects are assigned for completion during a limited period of time. A student works with an investigator in the orthopaedic laboratory either at Duke Medical Center or the Durham V.A. Hospital. Clinical investigative studies are also available at both institutions. Every term. Weight: 8. *Goldner, Urbaniak, Bright, Harrelson, Evans, Orthopaedic Senior Staff, and House Staff*

SUR-281(C). Introduction to Fractures and Musculoskeletal Trauma. Students will participate in the emergency management of patients through the Duke Emergency Room primarily, but also through Durham County General and the Durham V.A. Hospitals. Principles of fractures in trauma will be given throughout the week at specified times and attendance at fracture clinic will be required. Every term. Weight: 3. *Entire Senior Staff at Duke and Durham County General,*

Supervision by Dr. Goldner at Duke, Dr. Urbaniak at V.A., and Dr. Coonrad at Durham County General

SUR-291(C). Cancer: Community and Family Medicine, Obstetrics-Gynecology, Pediatrics, Pathology, Radiology, and Surgery Aspects. Taught by an interdepartmental faculty, this course consists of weekly seminars, Thursday 3:00-5:00 p.m. and conferences on Wednesdays 12:00 noon-1:00 p.m., and Saturday 8:30-9:30 a.m. in clinical and related basic aspects of oncology; and ward and clinic experiences in diagnosis and treatment (remaining time). The student may elect one clinical department for the ward and clinical experiences or work in an experimental oncology laboratory. Terms: 1, 2, 3, and 4. Weight: 8 hours—full course; 2 hours—seminars and conferences. *Shingleton, Heyden, Johnston, Farmer, Silberman, and Metzgar*

SUR-299(C). Advanced Surgical Clerkship. This course is structured to provide the student with a comprehensive approach to surgical disorders. Each student will choose to work in the clinics, or on the wards, in the operating rooms and in the laboratory with one senior surgeon for eight weeks. Advanced concepts in surgery will be taught and problem-solving techniques will be demonstrated. Every term at discretion of instructor. Student should make advanced arrangements with the specific instructor. Weight: 4-8. *Sabiston, S. Jones, Oldham, Peete, Postlethwait, Sealy, Seigler, Shingleton, Stickel, Young, Wells, Wolfe, R. Jones, and Fuchs*

SUR-301(C). Emergency Department Surgical Care. Students desiring additional experience working with care of emergency surgical patients will be assigned to the emergency department one night per week for each credit desired. They will participate in the diagnosis and care of acute and traumatic surgical emergencies. Every term. Weight: 1-3. *Moylan*

SUR-303(C). Trauma Service. This course is designed to provide students interested in trauma care with further experience both in the Emergency Department and on the inpatient Trauma Service. The course will emphasize both triage and resuscitation for major and minor emergency problems in the Emergency Department and also preoperative and postoperative care on the inpatient Trauma Service. The student will have a full-time experience by assuming duties and responsibilities similar to a junior intern. Emphasis will be placed on developing skills in the care of patients with multisystem injuries in the Emergency Department, Inpatient Service, and Operating Room. Students will work in conjunction with the attending staff and the senior assistant trauma resident. Every term. Weight: 8. *Moylan*

Special Interdisciplinary Training Programs

BSP-201(B). Biobehavioral Study Program. The focus of the program will be to obtain an understanding of basic processes underlying normal and pathological human behavior. The year-long or two-term experience is designed to familiarize the medical student with significant developments in the behavioral sciences, investigative methodology used to examine human behavior, and the application of findings to medicine. Each student will be given the opportunity to focus on some determinant of human behavior which may include biological, psychological, developmental, or social factors. The major portion of the student's time will be spent in closely supervised library or laboratory research in an area of the student's interest, resulting in the preparation of a report of the work. To augment the specific interest of the student, either through seminars or guided readings, familiarity with current issues in the biobehavioral sciences will be emphasized. Students enrolled in this program may take courses given in the medical and

graduate schools, and it is expected that they will integrate and balance their work with some courses of general medical importance. The faculty for the Bio-behavioral Study Program is a multidisciplinary group representing several departments of the Medical School and the University and is involved in a broad range of interests in individual and group behavior. Students are encouraged to contact faculty members prior to enrollment in this study program to investigate areas of mutual interest that will form the basis for the supervised research experience. Every term. Weight: 9 units per term. *Program Director: Clifford*

CVS-201(B). Cardiovascular-Respiratory Sciences Study Program. The Study Program in Cardiovascular-Respiratory Sciences (CVS) is designed to offer third-year students instruction for one academic year in basic sciences as applied to the understanding of the cardiovascular and respiratory systems in health and disease. The program is interdepartmental in nature and will constitute a full credit load for those students who participate. It is comprised of three parts that run concurrently.

1. Individual Tutorial. The student will identify with a senior member of the medical school faculty who is participating in the program and whose field of work is in the cardiovascular or respiratory area. The major part of the educational program for the student will be in the form of individual tutorials with this member of the staff. This tutorial may range from full-time independent research to an intensive study experience for the student. The student and the tutor will develop a plan and the student will review it with the director of the program.
2. Group Seminar. A seminar series will be developed according to the needs and desires of the students, the purpose of which is to read and discuss selected papers and/or discuss problems and topics which arise in the course of the lectures or are complementary to them. Students will be active participants in the seminar, and through this mechanism it is hoped to integrate knowledge of cellular physiology and pharmacology into an understanding of organ system function and control.
3. Lecture Courses. The following courses are required: The Heart (207), Peripheral Circulation (205), and the Respiratory System in Health and Disease (208). These courses in cardiovascular and respiratory physiology will present selected topics in cardiovascular and respiratory physiology including analysis and evaluation of experimental and clinical studies relating to selected diseases of circulation, cardiac electrophysiology and arrhythmias, ventricular-atrial function, congenital disordered function and coronary blood flow, pulmonary mechanics, central and peripheral regulation of ventilation, pulmonary circulation and respiratory responses to exercise, altitude, and hyperbaric environments.

The above plan provides a structured and recommended curriculum design. Within this framework multiple pathways are available because of the concentration of effort in the tutorial experience. Tutorials can be arranged within any of the basic science departments or with individuals in clinical departments whose orientation or research is consistent with the goals of the program. Once a tutor is identified, added flexibility is gained by having the option to elect courses in addition to the required course in physiology and pharmacology or to elect seminars in addition to the group seminar. Terms: 1, 2, 3, and 4. Weight: 9 units per term. *Program Director: P. Anderson*

DDS-201(B). Development and Differentiation Study Program. Objectives: recent advances in molecular and cell biology provide new concepts in the area of developmental biology. This program is designed to give the medical student an appreciation of the phenomena of development as well as advanced



training in a variety of biomedical disciplines. In order to provide a comprehensive coverage for many areas the program has been organized on a multidisciplinary level.

Particular emphasis is placed on the biochemistry of the cell surface as a basis of cell recognition, control of the cell cycle, and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in the light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The rapidly expanding body of knowledge gained from these approaches will be examined by the medical student through seminars as well as the opportunity for direct observations in the laboratories of participating faculty. The program provides an opportunity for the medical student to obtain an introduction to advanced training or research in a field of study of interest, including hematology, endocrinology, pediatrics, and immunology.

The program can be selected by the student for one or two semesters. First Semester: the first semester will consist of (1) a series of lectures given three times a week to cover basic principles, (2) a series of seminars conducted by the students under the guidance of the faculty, and (3) rotation through the laboratories of the participating faculty. During this rotation the student will learn through direct observation, participation, and discussion with the staff of each laboratory. The student may also undertake research in one of the laboratories.

The students will meet Monday, Wednesday, and Friday at 11:20-12:10 to attend the introductory course in development and differentiation. This course

covers basic principles and is taught by the entire faculty for the purpose of establishing a firm foundation for the more advanced studies to be given in the second semester. The students will also prepare and attend seminars in differentiation and development. These seminars will be conducted by the students under the guidance of the faculty.

The students will also have ten to twelve weeks of laboratory rotation. This laboratory rotation will be through the laboratories of the participating faculty. The experience will occupy three to five hours per week and will consist of a series of laboratory experiments to learn through direct observation, participation, and discussion with the staff of each laboratory. The experiments are carefully selected to provide an opportunity for the student to become familiar with different types of research material, as well as specific laboratory techniques. Most important, however, the student has the opportunity not only to learn experimental design but to become familiar with unique sources of material.

Upon entrance into the program the student will be interviewed by the faculty. This will be important in order to take this opportunity to examine for any obvious deficiencies and suggest a program that will complement a future medical career. It should be emphasized that the students are not encouraged to take a large series of courses, and in some cases, for example, a student may wish to start a research tutorial early in the semester rather than deferring this decision to a later date. Students may also elect to spend part of their time in a library project under close faculty supervision. If the student elects a library project, this work will be circulated among the faculty and will be presented in an indepth seminar. As a general rule, mornings are reserved for course work and the afternoons for laboratory rotation and tutorials.

Second Semester: the students in the second semester will continue the course in development as well as other appropriate courses comprising the study program. It should be emphasized that the student is provided considerable flexibility in this program since there is no penalty for taking eighteen hours of course work for the first semester only. Terms: 1 and 2 required; 3 and 4 optional. Weight: 18 per semester. *Co-Chairmen: McCarty and Counce*

EDR-201(B). Endocrinology and Reproductive Biology Study Program. This interdepartmental program is designed to provide third year medical students with an opportunity for indepth study of cellular endocrinology, neuroendocrinology, and reproductive biology as these relate to the function of the endocrine and reproductive systems in health and disease. In this program, major emphasis is placed on development of a plan of independent study for each student which is based on a tutorial or preceptorial association with an individual member of the program faculty. In addition, all members of the program, including faculty, meet regularly for seminars, discussions, and guest lectures on selected topics of interest to the entire group. A student normally spends four terms in the program and receives full credit for the medical school advanced basic science requirement. Although the program traditionally begins in September, its structure is potentially flexible enough to accommodate those who wish to begin in any term, including the summer terms. It should be emphasized that while the primary aim of the program is to provide an intensive experience in endocrinology and reproductive biology, opportunity is provided within the program format for students to broaden their basic science background by taking courses which may be unrelated to the subject matter of the study program.

For all students, the program consists of the following components:

1. An Individual Tutorial. This is carried out in association with one or more senior faculty members selected by the student and generally involves laboratory research in a particular area of endocrinology or reproductive biology. Before entering the program, students are asked to complete their

tutorial arrangements. In order to facilitate this process, the Program Director will, on request, direct students to appropriate members of the program faculty or other members of the Medical School faculty whose specialty and research interests would permit them to participate in the program.

2. **The Seminar.** Held weekly on Tuesday afternoon throughout the academic year. The seminar covers various topics in endocrinology and reproduction in a format designed to explore current concepts, primarily through critical reading and discussion of contemporary literature. The seminar utilizes the background and experience of all members of the program faculty, guest speakers, and active student participation to develop an integrated approach to basic problems in endocrinology and reproductive biology. Taken as a whole, the seminar series provides broad coverage of endocrine phenomena from a cell biology viewpoint. The application of basic concepts to clinical problems and human disease is considered to provide continuity with future clinical training.
3. **Lecture Courses.** There are no specific course requirements in this program. In order to provide additional breadth of preclinical experience related to immediate or long-term interests, students are encouraged to take up to four units of course work per term. As noted above, individual course selections are not limited to those related to endocrinology or reproductive biology, although consultation with the preceptor is recommended before making final selections. PHS-417, Cellular Endocrinology, and/or PHS-418 (ANA-418), Reproductive Biology, may be recommended to those students who desire additional formal coverage of basic mechanisms. Every term. Weight: 9 units per term. *Program Director: Lebovitz*

EPD-201(B). Epidemiology Study Program. The goal of the epidemiology study program is to provide the student with a basic grounding in the principles and methods of epidemiology. Epidemiology, as the study of the distribution and determinants of disease occurrence in human populations, is a basic science of growing importance. This program will provide the third year student with an intensive experience in quantitative approaches to the study of health and disease in populations.

Epidemiologists often use a "black box" approach in their studies. They may study causes and outcomes (usually diseases) without concern for intermediary causal mechanisms. For example, epidemiologic methods have causally linked cigarette smoking with lung cancer, although the precise etiologic mechanisms are not known. Epidemiologists frequently serve as the initial identifiers of causal associations and the formulators of new hypotheses. These hypotheses may then be turned over to other basic scientists for further testing and clarification. However, the epidemiologic approach does require substantive knowledge from other disciplines, such as genetics, immunology and pathology, for optimal effectiveness.

The program will have a core of required courses and seminars supplemented by elective tutorials in areas of special interest. The core program of courses will provide the student with an intensive, rigorous exposure to epidemiologic and biostatistical research methods. Students will undertake tutorials in epidemiologic research by participating in ongoing research projects or conducting supervised studies of their own. Study topics will be carefully selected so that they may be completed in a reasonable period of time and lead to publication of results.

Program Core (Required Courses)

1. *Epidemiologic Principles and Methods.* Instructors: Grufferman, Kimm. Texts—MacMahon and Pugh: *Epidemiology, Principles and Methods*, and Lilienfeld: *Foundations of Epidemiology*. This will be an intensive course in epidemiology

with emphasis on principles and methods. Topics covered will include the study of the distribution of diseases in populations and issues in study design, data collection, and methods of analysis. Modules on the subjects of case-control, cohort and cross-sectional studies, clinical trials and intervention studies will be presented. Additionally, methods for assessing and dealing with bias, misclassification and confounding will be introduced. Lectures will be supplemented by outside readings, seminars, and student presentations. (Also listed as CHS-240(B).)

2. *Biostatistics in the Medical Sciences*. Instructors: Myers, Wilkinson. Statistical principles and methods and their use in the health sciences, with particular emphasis on methods applicable to the design and analysis of epidemiologic studies. Topics covered include: point estimation, confidence intervals and tests of statistical significance for rates and ratios as measures of disease risk; life-table analyses; variable selection techniques; multivariate models for disease risk. (Also listed as CHS-215(B).)
3. *Topics in Epidemiologic Research (Seminar)*. Coordinator: Grufferman. Seminars on problems in study design, conduct of epidemiologic studies and analysis of data. Faculty and student research projects and selected readings will serve as bases for discussion. Faculty from the Department of Epidemiology at the University of North Carolina, School of Public Health and visiting scientists will be invited to present their work at the seminars. Emphasis will be placed on critical analyses of epidemiologic studies. A broad range of topics will be presented so that the student is exposed to all major aspects of epidemiology (e.g. communicable disease epidemiology, epidemiology of mental illness, chronic disease epidemiology.) Open only to program participants.
4. *Research Projects in Epidemiology*. Coordinator: Grufferman. Students are required to participate in ongoing epidemiologic research projects or to conduct supervised studies of their own. In each case, the student will work closely with an appointed responsible preceptor. Emphasis will be on projects which can be completed in a reasonable period of time and which would lead to student publications.

All courses with the exception of Topics of Epidemiology Research Seminar will be open to students outside of the program. Terms 1 and 2 required, Terms 3 and 4 optional. Weight: 9 units per term. Program Director: Dr. Seymour Grufferman

ISP-201(B). Immunology Study Program. Objectives: this study program is designed for students whose career goals lie in one of the many clinical specialties which interface broadly with immunology: allergy-immunology, infectious diseases, rheumatology, hematology, transplantation, and oncology. A general fund of information is provided in the core course, Medical Immunology (MIC-330B), which emphasizes the role of immunologic mechanisms in various human disease states. Each student chooses a faculty preceptor, with whom an original research project is worked. It is encouraged that the student not be injected into the continuum of the preceptor's research interests but, rather, that an individual project which can be completed during the study program is developed. This laboratory effort may continue for two to four terms. The primary goals of the program are to encourage and develop the student's own creativity, so that the research interests and philosophies of the entire division are introduced to help the student gain a useful personal perspective on current immunologic thought with an emphasis on clinical relevance.

The student's efforts and time are divided as follows:

1. Preceptorship. the major emphasis of the program, during which the student functions much as graduate student in the division. 30 hours or more per week.
2. Medical Immunology (MIC-330B). The basic concepts of immunochemistry and immunobiology are reviewed in the first two weeks, and the remainder of the course describes the role of these concepts in the pathogenesis and treatment of several human disease states. Emphasis is given to tumor immunology, immunohematology, immunologic deficiency diseases, neuroimmunology, transplantation, autoimmunity, inflammation, and allergy. Patient presentations when applicable. Because the course meets daily, more than superficial coverage of the topics can be achieved. 5 hours per week. Terms: 3 and 4.
3. Seminars for Research Progress. Throughout the year each faculty member, fellow, and student in the division presents a brief informal seminar on on-going research. The discussion that follows is of great help to the presenter and allows the student to observe and participate in critical analysis of research before it is at the polished publication or formal seminar stage. 1 hour per week.
4. Immunology Division Seminar. A series of formal seminars by division faculty and visiting scientists. 1-2 hours per week.
5. Additional Course Work. The student may elect to take any of several courses in immunology and related fields, but is generally discouraged from excessively diluting the laboratory experience. Terms: 3 and 4 or longer. Weight: 9 units per term. *Levy*

NSS-201(B). Neurosciences Study Program. The Neurosciences Study Program is an interdepartmental, interdisciplinary program designed to coordinate the study of neurobiology in the third year curriculum. The program permits the student an opportunity for independent study and growth in neurobiology under the guidance of several basic science faculty members engaged in research on the nervous system. In recent years significant developments in molecular biology, electron microscopy, neurophysiology, and neurochemistry have given us an approach to the understanding of neural and muscular function at a cellular and subcellular level. These developments provide hope for a greater understanding of the biologic basis of brain, nerve, and muscle function and tremendously increase our need for well-trained physicians to understand the fundamental basis of neurobiology for careers relevant to the specific area as well as to all of medicine.

The program will last for thirty-two weeks. Participation in the program will require active participation in a neurobiology study group tutorial and in a preceptorship with one of the basic science faculty members. The major emphasis of the program will be on individual laboratory research training under the preceptorship of one of the members of the training staff. In addition, the trainee in consultation with the preceptor will be encouraged to enroll in one or two courses relevant to the trainee's special interests and career plans. A wide range of projects are available for interested students. For physiologic approaches to the nervous system, the laboratories of Dr. George Somjen, Dr. Lorne Mendell, Dr. Blaine Nashold, Dr. John Moore, Dr. Frans Jöbsis, and Dr. Wesley Cook are available. For pharmacology, the laboratories of Dr. Saul Schanberg, Dr. James Davis, and Dr. Toshio Narahashi; for morphological studies, the laboratories of Dr. J. David Robertson, Dr. F. Stephen Vogel, and Dr. Talmage Peele are available. For virologic studies, the laboratories of Dr. Darell Bigner and Dr. Nelson Levy, are available. For biochemical studies, the laboratories of Dr. Ara Tourian, Dr. Norman Kirshner, Dr. Allen Roses, Dr. Jacqueline Reynolds, Dr. Charles Tanford, and Dr. Bernard Kaufman are available.



The neurobiology study group tutorial will permit students to gain understanding of several different aspects of neurologic science as well as topics in the biology of behavior. These meetings are held two times a month and consist of topics selected by the students from a list provided by the faculty members of the program. The range of topics include pertinent subjects of neuroscientific relevance such as aspects of macromolecular synthesis, neural development and function, neural subsystems and physiologic operations, communication and coding in the nervous system, recognition and control at a molecular level, and selected aspects of molecular neurobiology. In addition, the students are required to attend monthly Monday evening seminars from 7:00-9:00 p.m. which are part of the postdoctoral program in neurobiology. The sessions are given by postdoctoral students and cover subjects relevant to the biology of behavior and essential to an understanding of neurobiology.

At the beginning their laboratory experience, all students submit their research protocol and at the termination all students submit a paper describing their work and accomplishments during the year. Students are encouraged to attend one meeting on a national level thought by their preceptors to be essential to the educational experience in the neurosciences. Terms: 1, 2, 3, and 4. Weight: 9 units per term. *Director: Roses*

VSP-201(B). Virology Study Program. Objective: to indicate the relevance of investigative virology to problems of clinical medicine and to provide an introduction to recent advances in virus research. The program will consist of:

1. Lectures and Seminars: Students will take MIC-301(B), Principles of Infectious Diseases. (6 hours per week.)

This is a lecture and seminar course designed to familiarize students with the basic biologic concepts, the pathogenesis and the clinical manifestations of infectious diseases caused by bacteria and viruses. The host defenses to infectious agents including the acute inflammatory response and humoral and cellular immunity, and current future trends in the development of vaccines and antimicrobial and antiviral agents in the development of vaccines and antimicrobial and antiviral agents will also be discussed. Diseases caused by fungi and parasites will be covered briefly.

2. Other Courses. Students in the program will have an option to take one additional relevant lecture course, approved by the course directors.
3. Individual Tutorial. During the remainder of the time each student will be supervised by a faculty member participating in the program in a study project. It is believed that it would be most beneficial for a student to carry out a laboratory research project. Lectures and seminars have been planned so that students can spend at least five to six hours each day in the laboratory. In the case that the program directors would approve of a project of a different nature, the student again would be supervised by one of the participating faculty members. In a study project of this kind, a student might be expected to take more than one additional relevant course. Terms: 1 and 2. Weight: 9 units per term. *Program Co-Chairmen: Zweerink and Lang*

IND-300(B) or (C). Interdisciplinary Seminar in Medical-Legal-Ethical Issues. The seminar will be composed of students in approximately equal number from the Medical, Divinity, and Law Schools, and will explore important medical, legal, and ethical features of current issues (e.g., transplantation, euthanasia, abortion). Faculty and resource persons from all three schools will participate in the seminar. Up to four introductory sessions in the fall semester for all participating students and faculty will be concluded with arrangement of interdisciplinary terms and selected topics. Student teams will meet during the winter and consult at intervals with faculty. All seminar participants will reassemble for a series of weekly meetings, ending in mid-March, to present and discuss the topics researched. Any topics, properly focused, may be considered. Terms: 2 and 3. Weight: 2. *Dyer (Medical), Shimm (Law), Smith (Divinity), and Other Faculty Members from the Medical, Law, and Divinity Schools*

School of Nursing



The Nursing Programs

Bachelor of Science in Nursing. The School of Nursing offers a four-year course of study leading to the degree of Bachelor of Science in Nursing. Thirty-two courses including small-group learning experiences and thirteen upper division required courses in nursing are necessary to complete the program.

The first two years of the curriculum consist of required courses and elective courses in liberal arts, basic sciences, or nursing. The third and fourth years consist of the required courses in the nursing major, with provision for electives in the arts, sciences, or nursing. Opportunities are provided for students to undertake independent studies in nursing or other areas of interest.

Early in the junior year, students participate in clinical nursing practice where they acquire knowledge, skills, and attitudes appropriate for professional nursing. Provision for elective courses in most semesters enables the student to pursue a secondary or complementary field of interest, including the opportunity to acquire a second major. Option to pursue electives in nursing provides the opportunity for each student to begin specialization in clinical nursing.

Graduates are eligible to apply for examination for licensure as registered nurses in any state. Additional information may be obtained by writing for the Duke University *Bulletin of Undergraduate Instruction*.

Master of Science in Nursing. The Master of Science in Nursing program prepares nurses to assume major leadership roles in the improvement of methods of delivery and the quality of health care of selected target populations in a chosen setting or settings. The practice sites of students can encompass all stages and phases of health and illness as experienced by people as individuals, and as members of families, groups, complex organizations, and communities.

The faculty believes that graduate education best takes place in an environment which fosters a combination of wisdom and imagination and promotes curiosity and freedom to innovate, rather than one which is limited to the acquisition of knowledge and skills which are required for practice in the present.

The graduate of the program, regardless of the chosen area of clinical interest, will be expected to: (1) demonstrate expertise in a defined area of practice, (2) conduct inquiry into the nature of health and the practice of nursing, (3) employ strategic approaches to changing social systems for the improvement of health

care, and (4) collaborate in the formulation of health policies and the delivery of health care.

The curricular plan emphasizes flexibility within a basic structure to best afford the realization of students' varying professional goals. Students concentrating on selected areas of nursing practice design the clinical component of the core courses in a manner suited to the achievement of their specified goals, but they also participate in seminars with student peers.

The program is three semesters in length for a full-time student and can be completed within one calendar year. Part-time study is available with program completion expected in three years. Clinical facilities and learning resources in the Medical Center and surrounding community are varied and easily accessible.

Curriculum Plan. First semester: Research and Theory Development in Nursing I (4 units); A Systems Perspective for Nursing, Practice I (5 units); elective (3 units). Second semester: Research and Theory Development in Nursing II (4 units); A Systems Perspective for Nursing Practice II (5 units); elective or thesis (3 units). Third semester: clinical practicum (10 units); elective or thesis (3 units).

Electives may be nursing or non-nursing courses. A thesis option may be pursued in lieu of 6 units of electives.

Students completing the program will be awarded a Master of Science in Nursing degree and will be prepared to function as clinical specialists. For those seeking positions in teaching, an additional semester of courses is available. An administration of nursing services program is being developed.

Admission Requirements. (1) Bachelor's degree with an upper division major in nursing from a National League of Nursing accredited program; (2) an undergraduate scholastic average of B or better; (3) satisfactory performance on the Graduate Record Examination Aptitude Test; (4) an introductory course in descriptive and inferential statistics; (5) registration as a professional nurse in North Carolina.

Dates for Application. An application with all supporting documents must be submitted by 1 April for fall semester admission; 15 November for spring semester admission; 15 March for summer session admission.

Tuition and Financial Aid. Tuition is \$140 per unit. A number of federal traineeships are available to qualified students for full-time study.





Allied Health Division



The Allied Health Programs

The health-services educational programs offered at the Duke University Medical Center that are neither medicine nor nursing are coordinated by the Division of Allied Health. Every effort is made to keep each of these allied health programs closely related to the Medical School departments whose fields they serve.

In recognition of the growing need for fully qualified teachers, and of the fact that the facilities at Duke are limited as to the number of programs and students they will accommodate, increasing emphasis is being given to degree programs. The Bachelor of Health Science degree is now available to qualified students in the Physician's Associate Program, Medical Technology Program, and Pathologist's Assistant Program and has been authorized for additional programs as warranted. In qualifying for the B.H.S. degree, the courses taken must meet the University's standards of quality, rigor, and relevance.

A number of Allied Health Programs are cosponsored by the adjacent V.A. Hospital. The V.A. has constructed and equipped a modern educational facility on its hospital grounds where a large portion of the classes for certain allied health programs are held.

Current University tuition is charged for the master's and bachelor's degree programs. Students enrolled in certificate courses are usually charged a token course fee. A nonrefundable registration fee is charged. Due to the spiraling cost of medical and allied health education, tuition or course fees may be changed without prior notice.

The major allied health programs are briefly described below. More information about individual programs is contained in the *Bulletin of Duke University, 1978-79, Allied Health Programs* and is available upon request. Inquiries regarding specific programs should be directed as indicated for each program; general inquiries relating to the total field of two or more programs should be addressed to Allied Health Education, Duke University Medical Center, Durham, North Carolina 27710.

Bachelor of Health Science Degree Programs

Medical Technology. This two-year program provides both academic theory and instruction in the performance of laboratory procedures which yield patient data used in evaluating total health care. The curriculum is structured so that the student may apply knowledge in the basic sciences toward a Bachelor of Health

Sciences (B.H.S.) degree in medical technology, in both the junior and senior years. Educational techniques, instrumentation, and supervision-management courses are included in the curriculum. Further information and application form requests should be directed to the Program Director, Medical Technology Program, Box 3712, Duke University Medical Center, Durham, North Carolina 27710.

Pathologist's Assistant. The Pathologist's Assistant Program is designed to meet the growing need for trained personnel to assist the pathologist in the areas of clinical diagnosis and anatomical pathology. Upon completion of the program, students will have acquired knowledge and skills that will permit them to fill important roles in the medical field. The pathologist is a physician and scientist whose primary functions are the study, research, and diagnosis of disease, and customarily has the responsibility for the direction of clinical anatomical pathology and surgical pathology services in the hospital. Requests for further information and application forms should be directed to the Director, Pathologist's Assistant Program, Department of Pathology, Box 3712, Duke University Medical Center, Durham, North Carolina 27710.

Physician's Associate. More than a decade ago, clinicians at Duke University Medical Center concerned with the application of new diagnostic and therapeutic procedures, found they could safely and effectively delegate many of their tasks to nonphysicians. The physician's associate possesses a broad understanding of medicine and health care. Students are chosen on the basis of their demonstrated commitment to providing health care, academic potential, and ability to communicate with patients. These innate strengths are developed during the two years of study. At the end of this time, the graduate physician's associate is able to interrelate with patients to obtain a thorough history and physical examination, to record this information, and to present it clearly to a physician. In addition, physician's associates provide patient care services such as cast application and removal, wound suturing, dressing changes, after-hour laboratory studies, and assessing and monitoring the progress of ill patients. Duke University Medical Center awards the Bachelor of Health Science degree to those students who have the necessary number of undergraduate hours at the time of matriculation and a certificate to all students upon completion of the Physician's Associate Program. Requests for further information and application forms should be directed to: Director of Admissions, Physician's Associate Program, P.O. Box 2914, Duke University Medical Center, Durham, North Carolina 27710.

Master's Degree Programs

Health Administration. The profession of health administration emerged early in this century in response to the increasing demand for health services. Over the years several specific areas of health administration have been identified, most notably; public health administration, hospital administration, medical care organization, and comprehensive health planning. All of these require a common set of managerial skills and a broad knowledge of the health system and its environment. It has been estimated that the system requires approximately 60,000 individuals in positions involving health administration. In recognition of the complexity and importance of hospitals, Duke University established the first graduate program in the nation for the training of hospital administrators in 1930. Requests for further information and application forms should be directed to the Graduate School, (Health Administration) 127 Allen Building, Duke University, Durham, North Carolina 27706.

Physical Therapy. The Master of Science degree program is designed to provide a broad foundation in the art and science of physical therapy and to

provide opportunities for the development of skills in health administration and supervision, curriculum development, and directed teaching in physical therapy, and in advanced clinical education or research. The program is approved by the Council on Medical Education of the American Medical Association in collaboration with the American Physical Therapy Association. Requests for applications and further information should be directed to the Director of Graduate Studies, Department of Physical Therapy, Box 3965, Duke University Medical Center, Durham, North Carolina 27710.

Certificate Programs

Clinical Psychology Internship. The Division of Medical Psychology, in cooperation with the Division of Child Psychiatry, Highland Hospital, and the Durham Veterans Administration Hospital, offers internship training in clinical psychology to qualified doctoral students. The program, approved by the American Psychological Association, provides experience in many contexts with a wide diversity of patients. Internship training emphasizes experience in the traditional activities of clinical psychologists: assessment, consultation, psychotherapy, and research. Those successfully completing the requirements for internship will be awarded a Duke University Medical Center certificate. Correspondence concerning admission to the program should be directed to the Director, Clinical Psychology Internship Program, Box 3903, Duke University Medical Center, Durham, North Carolina 27710.

Speech Pathology-Audiology Resident Program. This program is patterned after the medical resident programs and provides the certified speech pathologist or audiologist an opportunity to develop an area of specialization beyond the general practice skills developed during the professional training. Organic communication disorders are emphasized, including: neurogenic communication disorders, craniofacial disorders, organic voice disorders, childhood language disorders and audiologic disorders. Emphasis is placed on the development of advanced clinical evaluation and treatment skills. Seminars, lectures, and other study opportunities are provided as each resident demonstrates the need for theoretical knowledge underlying clinical procedures. Requests for further information and application forms should be directed to: Director of Post-Masters Studies, Center for Speech and Hearing Disorders, Box 3523, Duke University Medical Center, Durham, North Carolina 27710.

Cytotechnology. Progress in the early detection of cancer by the microscopic examination of smears of cell samplings, especially from the female genital tract, has resulted in the specialty of cytotechnology. The cytotechnologist deals with the technical and diagnostic aspects of exfoliative cytology. Graduates of the program are awarded a certificate and are eligible to take the certifying examinations given by the Registry of Medical Technologists of the American Society of Clinical Pathologists. Requests for further information and application forms should be directed to the Director, Cytotechnology Program, Department of Pathology, Box 3712, Duke University Medical Center, Durham, North Carolina 27710.

Electrophysiologic Technology. In 1961, Duke University Medical Center began its formal program in electrophysiological technology as an expansion of the inservice training program begun in 1955 at the Durham Veterans Administration Hospital. Every year the laboratories in the Medical Center perform over 4,000

examinations including investigative procedures during brain surgery. Upon successful completion of this program, graduates are awarded a certificate and become eligible to take the certifying examination given by the American Board of Registration of Electroencephalographic Technologists. Requests for further information and application forms should be directed to the Director, Electrophysiologic Laboratory, Box 3838, Duke University Medical Center, Durham, North Carolina 27710.

Health Administrators Management Improvement Program. The Health Administrators Management Improvement Program (HAMIP) is conducted by the Department of Health Administration at Duke University specifically to strengthen the management skills of practicing hospital administrators who have not completed formal university-based education in hospital administration. It is designed to allow the working administrator to acquire skills and knowledge for more effective management of the hospital with a minimum of time away from the job. A certificate is awarded for successful completion of the program. Forms may be obtained from Coordinator, Health Administrators Management Improvement Program, Box 3018, Duke University Medical Center, Durham, North Carolina 27710.

Hospital and Clinical Pharmacy Residency. The Hospital and Clinical Pharmacy Residency is a twelve-month postbaccalaureate program conducted by the Department of Pharmacy. The residency is designed to give the graduate pharmacist experience in the administrative aspects of hospital pharmacy and to offer advanced training in clinical pharmacy practice. Management of modern drug dispensing systems, such as computerized unit dose drug distribution, an intravenous admixture program, and a hyperalimentation team and a radiopharmacy laboratory is emphasized. Considerable experience in the patient-care setting is obtained. Strengthening of leadership capabilities is stressed in the residency. Requests for further information and application forms should be directed to the Director, Department of Pharmacy, Box 3089, Duke University Medical Center, Durham, North Carolina 27710.

Nuclear Medicine Technology. In the fall of 1967, the Division of Nuclear Medicine in the Department of Radiology of the Duke Medical Center began a full-year program in Nuclear Medicine Technology. This program is approved by the American Medical Association, and upon completion of studies the student is awarded a certificate and becomes eligible to take the ARRT and ASCP registry examinations in nuclear medicine technology. Requests for further information and application forms should be directed to the Director, Nuclear Medicine Technology Program, Allied Health Education Building, V.A. Hospital, Durham, North Carolina 27705.

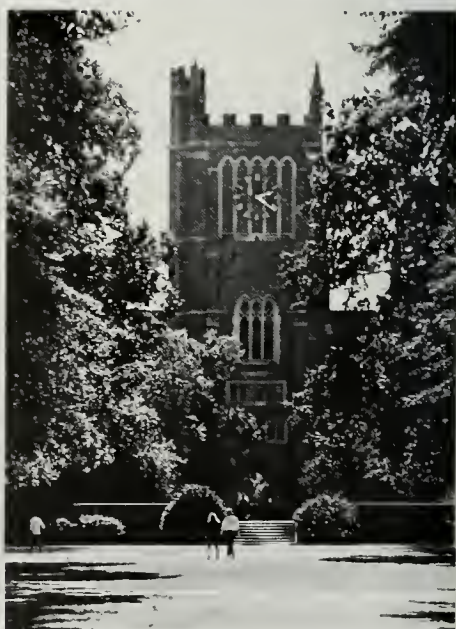
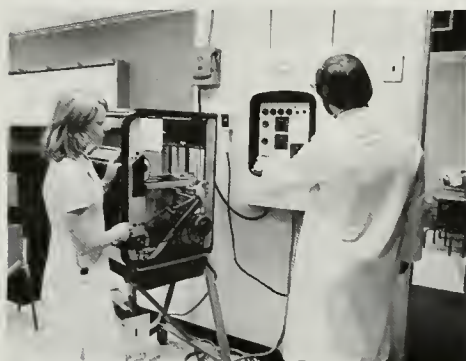
Nurse Anesthesiology. In 1931, the Duke University Medical Center Department of Anesthesiology established a program for registered nurses to further their study in anesthesiology. Students learn about the physiopharmacological effects of anesthesia and related drugs, the proper techniques for their administration, and the management of an entire treatment plan for patients requiring anesthesia. Upon successful completion of the required qualifying examination, graduates are eligible for membership in the American Association of Nurse Anesthetists. Requests for further information and application forms should be directed to the Director, Nurse Anesthesiology Program, Box 3094, Duke University Medical Center, Durham, North Carolina 27710.

Pastoral Care and Counseling. A graduate program in pastoral care and counseling is available to clergy of all religious groups. There are four program options: a single unit or clinical pastoral education, an internship, a residency, and

a fellowship. All are designed to train ordained individuals who desire to specialize in pastoral care and counseling or to enhance their skills as parish clergy. Those who enroll in the program will be required to serve as chaplains or as pastoral counselors in the Medical Center or in the community of Durham. All program options are approved by the Association for Clinical Pastoral Education, Inc. Requests for application and further information about any of the programs should be directed to the Director of Pastoral Care and Counseling Programs, Box 3112, Duke University Medical Center, Durham, North Carolina 27710.

Radiologic Technology Programs. The Duke University Medical Center and the Durham V.A. Hospital offer two radiologic technology programs: a twenty-four-month certificate training program and a twelve-month postgraduate advanced training program. Requests for further information regarding these programs should be directed to the Technical Director, Radiologic Technology Programs, Box 3108, Duke University Medical Center, Durham, North Carolina 27710.





Appendix

ROSTER OF HOUSE STAFF BY DEPARTMENTS

Anesthesiology

Chief Resident: Matthew J. Becker, M.D. (Duke, 1974).

Senior Residents: Edmond C. Bloch, M.B., Ch.B. (Univ. of Capetown, South Africa, 1946); Mohammad Maroof, M.B., B.S. (Liaquat Med. Coll., Pakistan, 1964); Benzion Schkolne, M.B., Ch.B. (Univ. of Capetown, South Africa, 1972); Clive Studd, M.B., Ch.B. (Leeds Univ., England, 1969).

Junior Resident: R. Michael Matchett, M.D. (Kentucky, 1977).

Family Medicine

Chief Residents: Joyce A. Copeland, M.D. (North Carolina at Chapel Hill, 1975); Lance H. Lang, M.D. (Connecticut, 1975).

Residents: Kathryn M. Andolsek, M.D. (Northwestern, 1976); Leandro C. Area, M.D. (Duke, 1975); Evan A. Ballard, M.D. (Duke, 1976); William J. Blackley, M.D. (North Carolina at Chapel Hill, 1976); Andrew A. Bonin, M.D. (Duke, 1975); Marjorie A. Bowman, M.D. (Jefferson, 1976); Susan E. Brown, M.D. (Georgetown, 1976); Ellen Brubeck, M.D. (Ohio State, 1975); Howard T. Chatterton, M.D., Ph.D. (Duke, 1976); Timothy D. Coughlin, M.D. (Cincinnati, 1972); Hubert A. Derby, M.D. (Tufts, 1975); John C. Dickinson, M.D. (Columbia, 1975); Joseph Fesperman, M.D. (North Carolina at Chapel Hill, 1977); Scott I. Feuer, M.D. (New York, Downstate Med. Center, 1977); Raymond A. Gaskins, Jr., M.D. (North Carolina at Chapel Hill, 1976); Richard S. Goldberg, M.D. (Michigan, 1976); John R. Hartman, M.D. (Miami, 1976); James K. Hartye, M.D. (Vanderbilt, 1977); Lane E. Jennings, M.D. (Miami, 1975); Pamela H. Jessup, M.D. (Bowman Gray, 1977); Mary A. Kane, M.D. (Columbia, 1977); Ita M. Killeen, M.D. (Maryland, 1977); Michael K. Magill, M.D. (Duke, 1977); George H. Maxted, M.D. (Wayne State, 1977); Albert A. Meyer, M.D. (New York, Downstate Med. Center, 1975); John E. Neal, M.D. (Duke, 1976); Lynn C. Parker, M.D. (Hahnemann, 1977); Calvin J. Reams, M.D. (Miami, 1975); Robert L. Rhyne, M.D. (New Mexico, 1977); Colleen F. Selig, M.D. (Boston, 1977); Jessica L. Schorr, M.D. (Tufts, 1977); Francis P. Singer, M.D. (Duke, 1975); Stephen J. Spann, M.D. (Baylor, 1975); Alan R. Storeygard, M.D. (Mayo, 1977); Gregg A. Warshaw, M.D. (Michigan, 1976); Frank Worriax, M.D. (Duke, 1976).

Medicine

Chief Residents: C. Ralph Corey, M.D. (Baylor, 1973); Russel E. Kaufman, M.D. (Ohio, 1973).

Senior Residents: R. Christopher Agner, M.D. (Duke, 1974); Jeffrey M. Ambinder, M.D. (New York, 1975); Michael C. Dillon, M.D. (Kentucky, 1975); David C. Grulke, M.D. (Duke, 1975); John A. Hoekstra, M.D. (Illinois, 1975); Norman P. Hudson, M.D. (Illinois, 1975); James F. Keel, M.D. (Duke, 1974); Louis J. McNabb, M.D. (Illinois, 1975); Walter J. Newman, M.D. (Duke, 1975); Sebastian T. Palmeri, M.D. (Georgetown, 1975); Frank S. Pancotto, M.D. (Chicago, 1975); Kathryn A. Peroutka, M.D. (Maryland, 1975); David L. Richardson, M.D. (Duke, 1974); Lewis J. Rubin, M.D. (Albert Einstein, 1975); Douglas D. Schocken, M.D. (Duke, 1973); Edward S. Schulman, M.D. (Jefferson, 1975); Michael B. Shipley, M.D. (Duke, 1974); Dennis W. Smith, M.D. (Medical Coll. of Virginia,

1975); Raymond J. Toher, M.D. (Duke, 1974); Eddie M. Williams, M.D. (Duke, 1974); Peter W. Wilson, M.D. (Texas at San Antonio, 1974).

Junior Residents: Paul K. Anderson, M.D. (Tulane, 1976); Keith E. Berger, M.D. (Duke, 1976); Lawrence W. Biel, M.D. (Illinois, 1976); David F. Boerner, M.D. (Penn State, 1976); Scott W. Bowman, M.D. (Jefferson, 1976); Charles N. Brown, M.D. (Texas, 1976); Carmine V. Dalto, M.D. (New York Univ., 1976); Mark Dellasega, M.D. (Kansas, 1976); Philip H. Dunn, M.D. (Duke, 1976); Jo David Fine, M.D. (Kentucky, 1976); Jan P. Goldberg, M.D. (Colorado, 1976); William Gough, M.D. (Rochester, 1976); Robert L. Heacock, M.D. (Ohio State, 1976); Rodney A. Johnson, M.D. (Maryland, 1976); John W. Jones, M.D. (Duke, 1976); Richard L. Kerley, M.D. (New York Univ., 1976); Paul E. Klotman, M.D. (Indiana, 1976); Mark J. Knapp, M.D. (Wayne State, 1976); Norman P. Kossayda, M.D. (Wayne State, 1976); Sharon D. Luikart, M.D. (Duke, 1976); Ann L. Peterson, M.D. (Oklahoma, 1976); Richard P. Polisson, M.D. (Duke, 1976); Lonard C. Rigsby, M.D. (Alabama, 1977); Lakhi M. Sakhrani, M.D. (Albert Einstein, 1976); Thomas J. Santoro, M.D. (New York Univ., 1976); Michael D. Schneider, M.D. (Pennsylvania, 1976); Eric B. Schoomaker, M.D. (Michigan, 1976); Edward H. Schuster, M.D. (Chicago, 1976); David A. Slosky, M.D. (Colorado, 1976); Maury K. Topolosky, M.D. (Ohio, 1976); Christopher D. Truss, M.D. (Alabama, 1976); John H. Ward, M.D. (Utah, 1976).

Interns: Franklyn F. Bolander, M.D. (Duke, 1977); Andrew C. Bradgon, M.D. (Washington Univ. 1977); Michael J. Breen, M.D. (Albert Einstein, 1977); J. Trig Brown, M.D. (Washington Univ., 1977); Edward G. Buckley, M.D. (Duke, 1977); Miles E. Drake, M.D. (Duke, 1977); Madeleine Duvic, M.D. (Duke, 1977); Mark B. Edelstein, M.D. (Washington Univ., 1975); Michael G. Ehrie, M.D. (Louisville, 1974); Timothy C. Evans, M.D. (Michigan, 1974); John M. Fedor, M.D. (Duke, 1976); Bonnie J. Goodwin, M.D. (Dartmouth, 1977); Lindy E. Harrell, M.D. (Miami, 1977); Bruce D. Hettleman, M.D. (Harvard, 1977); Wendy A. Keitel, M.D. (Duke, 1977); Stephen K. Lucas, M.D. (Harvard, 1977); Cheryl Mahony, M.D. (Duke, 1976); Robert E. McCabe, M.D. (Harvard, 1976); Janice G. McFarland, M.D. (Oregon, 1977); Jeffrey R. Medoff, M.D. (New York Medical Coll., 1977); Garland R. Moeller, M.D. (Duke, 1977); Mark B. Moeller, M.D. (Dartmouth, 1977); Wendy P. Moeller, M.D. (Duke, 1977); Alan I. Nussbaum, M.D. (Harvard, 1977); W. Neal Roberts, M.D. (Virginia, 1977); Tracey A. Rouault, M.D. (Duke, 1977); John F. Ryan, M.D. (Brooklyn, 1977); Michael A. Salvatore, M.D. (Arizona, 1977); T. Duncan Sellers, M.D. (Duke, 1977); Cheolsu Shin, M.D. (Alabama, 1977); Robert S. Siegel, M.D. (George Washington, 1977); Gregory Sutton, M.D. (Michigan, 1976); Stephen M. Teague, M.D. (Illinois, 1977); Dwain L. Thiele, M.D. (Baylor, 1977); Lloyd Townsend, M.D. (Western Reserve, 1977); Joe L. Trantham, M.D. (Duke, 1976); Bret C. Williams, M.D. (Kansas, 1976); Michael J. Zachek, M.D. (Georgetown, 1977).

Fellows: Carroll D. Arnett, Ph.D. (Maryland, 1976); Philip E. Ashburn, M.D. (Bowman Gray, 1974); Richid Baddoura, M.D. (American Univ. of Beirut, 1974); Edward Baptist, Ph.D. (Massachusetts Inst. of Tech., 1973); Herbert S. Baraf, M.D. (State Univ. of New York, 1973); David G. Benditt, M.D. (Manitoba, 1972); William R. Berry, M.D. (Duke, 1973); Robert R. Birdwell, M.D. (Southwestern, 1974); Theresa Blumfelder, M.D. (Missouri, 1973); Robert S. Boger, M.D. (Harvard, 1972); Ben P. Bradenham, M.D. (Jefferson, 1973); Peter C. Brazy, M.D. (Washington Univ., 1972); Frank J. Breslin, M.D. (Tufts, 1973); S. Joseph Buff, M.D. (Duke, 1977); Warner M. Burch, M.D. (Bowman Gray, 1971); Barbara Chang, M.D. (Albert Einstein, 1973); Jen-Tse Cheng, M.D. (Natl. Taiwan Univ., 1961); Jeffrey Crawford, M.D. (Ohio, 1974); Albert O. Davies, M.D. (Utah, 1975); Mary L. Dohrmann, M.D. (Missouri, 1974); Roderick M. Farb, Ph.D. (Alabama, 1976); Mark N. Feingols, M.D. (McGill, 1973); Arnold J. Felsenfeld, M.D. (Duke, 1971); John R. Feussner, M.D. (Vermont, 1973); Theodore D. Fraker, M.D. (Ohio State, 1973); Larry J. Fretto, Ph.D. (California at Los Angeles, 1972); Edward George, M.D. (Miami, 1971); Hernan D. Giraldo, M.D. (Univ. of Antioquia, 1971); Lowrie Glasgow, M.D. (Virginia, 1972); George A. Glaubiger, M.D. (New York Univ., 1971); Augustus O. Grant, M.D. (Univ. of Edinburgh, 1971); Steven Grossman, M.D. (Med. Coll. of Virginia, 1973); David D. Grove, M.D. (Chicago, 1970); C. Earl Guthrow, M.D. (Pennsylvania, 1969); Michael Hamrell, Ph.D. (Univ. of So. California, 1977); Arthur Hancock, Ph.D. (Pennsylvania, 1977); Gary P. Hansen, M.D. (Pennsylvania, 1973); Phillip J. Harris, M.D. (Univ. of Sydney, 1973); David G. Harrison, M.D. (Oklahoma, 1974); Geoffrey Hartwig, M.D. (Duke, 1972); Gholamhossain Hayatdavoudi, M.D. (Pahlav. Med. School, 1971); David A. Hester, M.D. (Oklahoma, 1973); Robert E. Hickman, M.D. (Harvard, 1971); Michael C. Hindman, M.D. (Illinois, 1973); Wu Yen Hung, Ph.D. (Mississippi, 1972); Loren W. Hunt, M.D. (Indiana, 1973); Mitsuo Itakura, M.D. (Univ. of Tokyo, 1973); Jeffrey Johnston, M.D. (Duke, 1977); Bruce Kaden, M.D. (Illinois, 1972); Robert B. Kirkpatrick, M.D. (Washington Univ., 1974); George Klein, M.D. (Univ. of Toronto, 1972); Selwyn Lang, M.D. (Univ. of Otago, 1967); Len B. Lastinger, M.D. (Emory, 1970); Robert M. Lester, M.D. (Duke, 1973); William M. Lieppe, M.D. (Pennsylvania, 1972); Kenneth A. Lindberg, Ph.D. (Pittsburgh, 1971); Kenneth W. Lyles, M.D. (Med. Coll. of Virginia, 1974); Adrian P. Manning, M.D. (Univ. of Bristol, 1972); Gale McCarty, M.D. (Duke, 1974); William M. McClatchey, M.D. (Med. Coll. of Georgia, 1972); John W. McKeown, M.D. (Tennessee, 1973); David S. Medelson, M.D. (Ohio State, 1973); Kenneth Morris, M.D. (Ohio, 1972); Saood Murad, Ph.D. (Univ. of California, 1968); James E. Nidel, M.D. (Miami, 1973); Stuart H. Packer, M.D. (State Univ. of New York, Downstate Med. Center); John P. Parker, M.D. (Ohio, 1973); John R. Perfect, M.D. (Med. Coll. of Ohio, 1974); Steven Port, M.D. (Mt. Sinai, 1972); Eric Prystowsky, M.D. (Mt. Sinai, 1973); Charles N. Rhodes, M.D. (Cornell, 1974); Stuart Robinson, M.D. (Duke, 1973); Ralph M. Scallion, M.D. (Case

Western Reserve, 1975); William V. Singletary, M.D. (Duke, 1975); James Sodetz, Ph.D. (Notre Dame, 1975); Yogambal Srinivasan, Ph.D. (Indiana Inst. of Sci., 1977); Jeffrey Stadel, Ph.D. (Pennsylvania, 1977); Judith L. Swain, M.D. (California at San Diego, 1974); Mary E. Switzer, Ph.D. (Illinois, 1973); Charlotte Thomas, Ph.D. (Mississippi, 1976); Cornelius N. Thomas, M.D. (Duke, 1973); Michele M. Thomas, M.D. (Duke, 1974); Harrison D. Turner, M.D. (Vanderbilt, 1971); John R. Tysinger, M.D. (Med. Coll. of South Carolina, 1970); Mark Upton, M.D. (McGill, 1973); Robert B. Vranian, M.D. (Yale, 1971); Henry R. Wagner, Ph.D. (New Mexico, 1975); Thomas L. Wenger, M.D. (Boston, 1971); R. Sanders Williams, M.D. (Duke, 1974); James G. Wilson, M.D. (Mississippi, 1975); Jeffrey W. Wilson, M.D. (Duke, 1972); Neal Kent Wise, M.D. (Illinois, 1973); Kin C. Wong, M.D. (Natl. Defense Med. Ctr., 1972); Pierre Wong, Ph.D. (Indiana, 1975); James E. Wortman, M.D. (Northwestern, 1974).

DIVISION OF DERMATOLOGY

Frederick Behringer, M.D. (Duke, 1971); Charles H. Cardarelli, M.D. (St. Louis, 1973); Alexander Chiaramonti, M.D. (Michigan, 1976); Junius B. Goslen III, M.D. (North Carolina at Chapel Hill, 1973); Janet G. Hickman, M.D. (Harvard, 1971); Dennis M. Hull, M.D. (Harvard, 1974); Bertram D. Kaplan, M.D. (Jefferson, 1974); Manfred Rothstein, M.D. (Duke, 1971); Michael D. Tharp, M.D. (Ohio State, 1974).

DIVISION OF NEUROLOGY

Roman Czerwinski, M.D. (Univ. of Autonomia de Guadalajara, 1971); Richard M. Dasheiff, M.D. (Maryland, 1976); Ugo Goetzl, M.D. (New York Med. Coll., 1968); Matthew D. Gold, M.D. (Cornell, 1975); Keith L. Hull, Jr., M.D., (Duke, 1975); John S. Luther, M.D. (North Carolina at Chapel Hill, 1974); Barbara Scherokman, M.D. (Med. Coll. of Georgia, 1975); Robert S. Tillett, M.D. (Louisville, 1975).

Obstetrics and Gynecology

Chief Residents: John H. Dorminy III, M.D. (Duke, 1974); James E. Graham, M.D. (North Carolina at Chapel Hill, 1974); Arnold S. Grandis, M.D. (Duke, 1974); Mary G. Hammond, M.D. (Florida, 1973); Peter D. Lawrason, M.D. (Duke 1973); Steven M. Scott, M.D. (Indiana, 1974); Christopher J. Wilson, M.D. (Baylor Med. Coll., 1973).

Assistant Residents: Elizabeth R. Baker, M.D. (Duke, 1957); Daniel Clarke-Pearson, M.D. (Case Western Reserve, 1975); Linda A. Clayton, M.D. (Duke, 1975); Kenneth J. Fortier, M.D. (Dartmouth, 1976); Henry F. Gober, Jr., M.D. (Duke, 1975); Jose Garcia-Saul, M.D. (Duke, 1977); John W. Lane, M.D. (Duke, 1972); Charles H. Livengood III, M.D. (Duke, 1976); Charles W. Mains, M.D. (Duke, 1977); Stephen C. Lies, M.D. (Duke, 1976); David A. Nagey, M.D. (Duke, 1975); Michael W. Prystowsky, M.D. (New York Med. Coll., 1977); Gregory P. Sutton, M.D. (Michigan, 1976); Daniel B. Whitesides, M.D. (Duke, 1976); Susan P. Shapiro, M.D. (Duke, 1976); Bertram E. Walls, M.D. (Duke, 1976); Paul W. Zarutskie, M.D. (Hahnemann Med. Coll., 1976); Nicholas Zornek, M.D. (State Univ. of New York, Buffalo, 1977).

Faculty Fellows: Samir Z. Abu-Ghazaleh, M.D. (Ain Shams, 1969); Arthur F. Haney, M.D. (Arizona Med. Coll., 1972); Joseph M. Miller, Jr., M.D. (Duke, 1973); Lindian J. Swaim, Jr., M.D. (North Carolina at Chapel Hill, 1973); Selman I. Welt, M.D. (North Carolina at Chapel Hill, 1972); Michael R. Soules, M.D. (California at Los Angeles, 1972); Earl A. Surwit, M.D. (Georgetown, 1973).

Ophthalmology

Chief Residents on rotating basis.

Residents: David H. Fischer, M.D. (Temple, 1974); Edwin H. Donnelly, M.D. (Michigan, 1974); Winston T. Cope, M.D. (Florida, 1972); Carl D. Obenauf, M.D. (Ohio State, 1974).

Assistant Residents: Stanley D. Braverman, M.D. (Univ. of Miami, 1976); Glen O. Brindley, M.D. (Texas, 1975); Edward G. Buckley, M.D. (Duke, 1977); Frank H. Christensen, M.D. (St. Louis, 1976); George S. Ellis, Jr., M.D. (Tulane, 1977); Sidney L. Gullede III, M.D. (Bowman Gray, 1976); James E. Holland, M.D. (Missouri, 1975); William A. MacIlwaine IV, M.D. (Virginia, 1975); J. Stuart McCracken, M.D. (Duke, 1975); James M. Mitchell, M.D. (Duke, 1976); James A. Salisbury, M.D. (Tulane, 1977); John R. Sonntag, M.D. (Temple, 1974); James S. Tiedeman, M.D. (Duke, 1977).

Pathology

Residents: C. Bruce Alexander, M.D. (Virginia, 1971); Thomas K. Barton, M.D. (Duke, 1976); William Bell, M.D. (Duke, 1978); Michael J. Borowitz, M.D., Ph.D. (Duke, 1977); Martha C. Bryan, M.D. (Med. Univ. of South Carolina, 1976); Steven J. Bredehoeft, M.D. (Kansas, 1973); Bennet D. Cecil, M.D. (Louisville, 1977); Dana D. Copeland, M.D. (Duke, 1972); Dorwyn W. Croom, M.D. (Washington Univ., 1976); Richard M. Draffin, M.D. (Duke, 1975); William H. Gibson, M.D. (Duke, 1977); Stephen A. Goscin, M.D. (Duke, 1974), Ph.D. (Duke, 1973); William F. Hamilton, M.D. (Univ. of Miami, 1975); Barbara J. Kehne-Weinstein, M.D. (Duke, 1975); William A. Lamb, M.D. (Chicago); Thomas R. Mattison, M.D. (Southwestern, 1976); Jeffrey A. Mossler, M.D. (Indiana, 1977); Beverly J. Myers, M.D.

(Duke, 1977); William C. Pfister, M.D. (Duke, 1975); Kenneth S. Piech, M.D. (Duke, 1976); Michael B. Rohlfsing, M.D. (Illinois, 1977); Alfred P. Sanfilippo, M.D. (Duke, 1976); Paul J. Sides, M.D., Ph.D. (Duke, 1974); John Spahr, M.D. (Hershey, 1975); Cheryl A. Szpak, M.D. (Texas, Southwestern, 1977); Arthur H. Tatum, M.D. (Duke, 1977); Ph.D. (Duke, 1976); Robert L. Trapasso, M.D. (State Univ. of New York, Syracuse, 1970); Ph.D. (Duke, 1976); Robert S. Waite, M.D., Ph.D. (Duke, 1975); James O. White, M.D. (Emory, 1971); Brett H. Woodard, M.D. (Tulane, 1974); Richard J. Zaino, M.D. (Duke, 1975).

Fellows: Max Dratwa, M.D. (Univ. Libre de Bruxelles, 1972); Robert Farnham, M.D. (Pennsylvania, 1973); Raymond Ideker, M.D. (Tennessee, 1974); Ph.D. (Tennessee, 1972); Elizabeth Kamenar, M.D. (Ohio State, 1975); Hannah C. Kinney, M.D. (Case Western Reserve, 1974); John D. Lambeth, M.D. (Duke, 1977); Ph.D. (Duke, 1976).

Fellows: Brenda E. Armstrong, M.D. (St. Louis, 1974); Richard David, M.D. (Duke, 1974); Jeffrey Davis, M.D. (Pritzker, 1971); Paul Fiser, M.D. (Arkansas, 1971); Charles Friedman, M.D. (Johns Hopkins, 1971); Avraham Golander, M.D. (Hebrew Univ., Israel, 1969); Richard Gugelmann, M.D. (Texas at Galveston, 1971); Henry G. Herrod, M.D. (Alabama, 1973); Shelby Josephs, M.D. (Duke, 1975); John Klimas, M.D. (State Univ. of New York, Buffalo, 1972); Larry Mumford, M.D. (North Carolina, 1967); Keith J. Peevy, M.D. (Louisiana, 1974); Donald Perlman, M.D. (Mt. Sinai, 1973); Betty Raffin, M.D. (California at Irvine, 1974); Richard Sterba, M.D. (Ohio State, 1974); William Terry, M.D. (Columbia, 1974); Joyce Wise, M.D. (Illinois, 1973).

Third Year Residents: Rebecca Byrd, M.D. (Virginia, 1975); Peter C. English, M.D. (Duke, 1975); Dorothy Hanson, M.D. (Duke, 1975); Michael Meyer, M.D. (Emory, 1974); Joseph B. Philips, M.D. (North Carolina at Chapel Hill, 1975); Merrily M. Poth, M.D. (Tulane, 1975); John Snyder, M.D. (California at Los Angeles, 1975); David Wender, M.D. (Dartmouth, 1975).

Second Year Residents: Robert Ettinger, M.D. (Maryland, 1976); Michael Freemark, M.D. (Duke, 1976); William Greeley, M.D. (Texas at Houston, 1976); Barbara Miller, M.D. (Penn State, 1976); Robert A. Saul, M.D. (Colorado, 1976); Mandel Sher, M.D. (Northwestern, 1976); Mitchell Shub, M.D. (Vermont, 1976); Corry Sibrack, M.D. (Michigan State, 1976); Mary Vernon, M.D. (Columbia, 1976); Alan Woolf, M.D. (Pritzker, 1976).

First Year Residents: Patricia A. Cannon, M.D. (Duke, 1977); John A. Duncan, M.D. (South Florida, 1977); Thomas E. Durr, M.D. (Johns Hopkins, 1977); Gail A. Gallemore, M.D. (Duke, 1977); Larry C. Harris, M.D. (Duke, 1977); Lyndon Key, Jr., M.D. (North Carolina at Chapel Hill, 1977); Noni A. Lipson, M.D. (Michigan, 1977); Robert Maguire, M.D. (Temple, 1977); Linda J. Murphy, M.D. (Rochester, 1977); Barry L. Myones, M.D. (Albany, 1977); David Sherry, M.D. (Texas Tech., 1977).

Psychiatry

Chief Residents: Bennett L. Leventhal, M.D. (Louisiana, 1974), David Larson, M.D. (Temple, 1973), Ronald Taska, M.D. (Baylor, 1973).

Residents: Rudolph Addy, M.D. (Univ. of Ghana 1976); Peter Adland, M.D. (Georgetown, 1975); Richard Bagge, M.D. (Jefferson, 1971); Ingrid Brantley, M.D. (Duke, 1973); James Buckingham, M.D. (Baylor, 1975); Jonca C. Bull, M.D. (Duke, 1977); Lucy Caudill, M.D. (Duke, 1976); Richard Dalton, M.D. (Louisiana, 1975); David DeMaso, M.D. (Michigan, 1975); Clif Dopson, M.D. (Shreveport, 1976); George Dougherty, M.D. (Stanford, 1976); Wendy Fain, M.D. (Columbia, 1977); Richard Fields, M.D. (Duke, 1975); Paula Fischer, M.D. (Pennsylvania, 1974); Randal France, M.D. (Galveston, 1973); Conrad Fulkerson, M.D. (Missouri, 1967); David Fuller, M.D. (Washington Univ., 1973); Jim Gallagher, M.D. (Stitch, 1974); James Hillard, M.D. (Stanford, 1977); William Hoppe, M.D. (Creighton, 1976); Clif Jacobson, M.D. (Pennsylvania, 1975); Sally Johnson, M.D. (Jefferson, 1976); Joe Keyser, M.D. (New Jersey, 1975); Markku Linnoila, M.D. (Helsinki, 1972); Steve Mahorney, M.D. (Louisiana, 1974); Frank A. Miller, M.D. (State Univ. of New York, Buffalo, 1970); Ben Moore, M.D. (Duke, 1975); Randall Moskovitz, M.D. (Boston, 1975); Don Neblett, M.D. (Tennessee, 1958); Bruce Neeley, M.D., (South Carolina, 1975); Gregory O'Shanick, M.D. (Texas, 1977); Barbara Palmeri, M.D. (Duke, 1977); Mike Petty, M.D. (Michigan, 1974); Andy Pumariega, M.D. (Miami, 1976); Edward Rhoads, M.D. (Duke, 1974); Daphne Rosenblitt, M.D. (Duke, 1973); John Shill, M.D. (Oxford, 1974); Dale Simpson, M.D. (John Hopkins, 1976); Robert Stevenson, M.D. (Texas at San Antonio, 1975); Robert Stewart, M.D. (Louisville, 1976); Joe Strayhorn, M.D. (Northwestern, 1974); Cathy Suslavich, M.D. (Duke, 1977); John Urbach, M.D. (Michigan, 1977); John Walker, M.D. (Texas at Galveston, 1970); Robert Winton, M.D. (Vanderbilt, 1972); Jason Worchel, M.D. (Southwestern, 1974); James Wells, M.D. (North Carolina at Chapel Hill, 1977).

Radiology

Chief Resident: Randall Sather, M.D. (Georgia, 1969).

Residents: David C. H. Acquah, M.D. (Univ. of Ghana, 1972); Sabra Woodard, M.D. (North Carolina at Chapel Hill, 1976); Margaret Bertrand, M.D. (Baylor, 1974); Jeffrey Blum, M.D. (Maryland, 1973); Clinton Briley, M.D. (North Carolina at Chapel Hill, 1977); Harold Cable, M.D. (North Carolina at Chapel Hill, 1975); David Lee Call, M.D. (North Carolina at Chapel Hill, 1977); Joel Carter, M.D.

(Tennessee, 1973); George Dixon, M.D. (Duke, 1976); James R. Edinger, M.D. (College of Osteopathic Med. and Surg., Des Moines, 1976); Arthur Fritz, M.D. (North Carolina at Chapel Hill, 1971); Kenneth Hicks, Jr., M.D. (Tennessee, 1974); Barry M. Lamont, M.D. (McGill, 1977); Chung Lee, M.D. (Coll. of Med., Korea Univ., 1963); Linda Magness, M.D. (Louisville, 1974); Richard Max, M.D. (Rutgers, 1977); Michael Miller, M.D. (Duke, 1974); Paul Miller, M.D. (New York Med. College, 1976); Pamela A. Nelson, M.D. (North Carolina at Chapel Hill, 1977); Arl Van Moore, Jr., M.D. (Arkansas, 1974); Barry Powers, M.D. (New York Univ., 1975); Leroy Roberts, Jr., M.D. (Temple, 1975); Bruce Rodan, M.D. (Miami, 1976); Eric Rosenberg, M.D. (New York Univ., 1975); Robert Schaaf, M.D. (Tufts, 1976); James Scheuer, M.D. (Colorado, 1977); Stuart Souders, M.D. (Nebraska, 1968); Grady Stewart, Jr., M.D. (Alabama, 1973); Frank Suslavich, M.D. (Duke, 1977); James Tatum, M. C. (Med. Coll. of Virginia, 1973).

Surgery

DIVISION OF GENERAL AND THORACIC SURGERY

Instructors and Teaching Scholars: Jimmy L. Cox, M.D. (Tennessee, 1967); John W. Hammon, Jr., M.D. (Tulane, 1968).

Instructors and Chief Residents: William C. DeVries, M.D. (Utah, 1970); Gregory S. Georgiade, M.D. (Duke, 1973); John P. Grant, M.D. (Chicago, 1969); Lynn H. Harrison, Jr., M.D. (Oklahoma, 1970); David K. Wellman, M.D. (Duke, 1972).

Fellows: L. George Alexander, Jr., M.D. (Duke, 1973); Walter R. Chitwood, Jr., M.D. (Virginia, 1974); Charles E. Cox, M.D. (Utah, 1975); Ronald C. Hill, M.D. (West Virginia, 1974); Richard A. Hopkins, M.D. (Duke, 1974); Laurence D. Hutchinson, M.D. (Washington Univ., 1975); J. Dirk Iglehart, M.D. (Harvard, 1975); Richard M. Larson, M.D. (Duke, 1974); William M. Linehan, M.D. (Oklahoma, 1974); Richard L. McCann, M.D. (Cornell, 1974); William C. Meyers, M.D. (Columbia, 1975); Glenn E. Newman, M.D. (Duke, 1973); Stephen K. Rerych, M.D. (Columbia, 1974); Arthur J. Ross, M.D. (Case Western Reserve, 1975); Worthington G. Schenk III, M.D. (Duke, 1974); James D. Sink, M.D. (Bowman Gray, 1975); George S. Tyson, M.D. (Duke, 1977).

Senior Assistant Residents: John Charles Alexander, Jr., M.D. (Duke, 1968); Dana K. Anderson, M.D. (Duke, 1971); Ralph R. Bollinger, M.D. (Tulane, 1970); Ralph M. Bolman III, M.D. (St. Louis, 1973); Martin J. Conley, Jr., M.D. (Duke, 1973); Charles H. Edwards II, M.D. (North Carolina at Chapel Hill, 1973); Peter W. Graper, M.D. (McMaster, 1973); John B. Hanks, M.D. (Rochester, 1973); Walter D. Holder, Jr., M.D. (North Carolina at Chapel Hill, 1970); Walter Robin Howe, M.D. (Yale, 1971); Leonard H. Kleinman, M.D. (New York, 1970); George S. Leight, Jr., M.D. (Duke, 1972); James E. Lowe, M.D. (California at Los Angeles, 1973); Thomas H. Marsicano, M.D. (Ohio State, 1973); Stephen A. Mills, M.D. (McGill, 1961); George A. Parker, M.D. (Boston Univ., 1972); James S. Rankin, M.D. (Tennessee, 1969); Lary A. Robinson, M.D. (Washington Univ., 1972); Peter M. Scholz, M.D. (Basel, 1974); Norman Alan Silverman, M.D. (Boston Univ., 1971); Bruce Smith, M.D. (Harvard, 1971); Thomas L. Spray, M.D. (Duke, 1974); Robert L. R. Wesly, M.D. (Duke, 1975).

Assistant Residents: Carl E. Arentzen, M.D. (Duke, 1975); Donald K. Bynum, M.D. (Texas at Houston, 1976); Thomas Dimmig, M.D. (Duke, 1976); Samuel R. Fisher, M.D. (Duke, 1975); William Garrett, M.D. (Duke, 1976); Henry C. Hudson, M.D. (Alabama, 1975); Robert N. Jones, M.D. (Rush Med. Coll., 1976); William B. Klink, M.D. (Texas, Southwestern, 1974); John Leslie, M.D. (Duke, 1976); William L. Old, M.D. (Virginia, 1976); Craig O. Olsen, M.D. (Utah, 1976); Larry N. Pasley, M.D. (Ohio State, 1976); Paul V. Spiegl, M.D. (Wisconsin, 1976); Karyl M. VanBenthuyssen, M.D. (Duke, 1976); John Williams, M.D. (Duke, 1976).

First Year Residents: Beverly S. Adams, M.D. (Duke, 1976); Edwin S. Epstein, M.D. (Georgetown, 1977); James C. Fernbach, M.D. (Toronto, 1977); Robert D. Fitch, M.D. (Duke, 1976); Robert D. Francis, M.D. (Duke, 1977); William J. Hall, M.D. (Louisville, 1977); Alfred C. Higgins, M.D. (Georgetown, 1977); G. Byron Hodge, M.D. (Duke, 1977); Robert B. Peyton, M.D. (New York Univ., 1977); Peter K. Smith, M.D. (Duke, 1977); Peter M. Thurlow, M.D. (Harvard, 1977); M. Susan Tucker, M.D. (Texas, 1977); Ross M. Ungerleider, M.D. (Rush Med. Coll., 1977); Peter Van Trigt III, M.D. (Tulane, 1977); William T. Ward, M.D. (Pittsburg, 1977).

DIVISION OF NEUROSURGERY

Instructors and Chief Residents: Walter J. Oakes, M.D. (Duke, 1972); Ronald E. Woosley, M.D. (Kentucky, 1968).

Fellows: Dennis E. Bullard, M.D. (St. Louis, 1975); Allen H. Friedman, M.D. (Illinois, 1974).

Assistant Residents: Bennett Blumenkopf, M.D. (Boston Univ., 1976); Carol Ludolph, M.D. (Pennsylvania, 1976); John B. Mullen, M.D. (South Illinois, 1975); Roger H. Osthdahl, M.D. (Duke, 1973).

DIVISION OF ORAL SURGERY

Instructor and Chief Resident: William C. Rabe, D.M.D. (Pennsylvania, 1973).

Assistant Residents: Edward Dolan, M.D. (Maryland, 1971); Dieter W. Leipert, D.D.S. (Columbia, 1976).

DIVISION OF ORTHOPAEDIC SURGERY

Instructors and Chief Residents: John L. Beck, M.D. (Pittsburg, 1970); William B. Goodman, M.D. (Duke, 1972); David P. Hughes, M.D. (Jefferson, 1972); Jonathan R. Kurtis, M.D. (Einstein, 1972); Thomas M. Loeb, M.D. (Louisville, 1972); John D. Lucey, M.D. (Hahnemann, 1970); John L. Rendall III, M.D. (Duke, 1972); Lee A. Whithurst, M.D. (North Carolina at Chapel Hill, 1972).

Assistant Residents: Hendrick J. Arnold, M.D. (Tulane, 1971); Stephen F. Beissinger, M.D. (Pittsburg, 1975); Josephus T. Bloem, M.D. (Leiden University, 1974); David Hall Bristow, M.D. (Virginia, 1971); Howard F. Davis, Jr., M.D. (Louisiana, 1970); Ali A. Dini, M.D. (Pahlavi Univ., 1971); Frank B. Fondren, Jr., M.D. (North Carolina at Chapel Hill, 1974); William T. Hardaker, Jr., M.D. (Duke, 1973); Christopher M. Jobe, M.D. (Baylor, 1975); Louis A. Koman, M.D. (Duke, 1974); Thomas J. Limbird, M.D. (Duke, 1973); Larry G. Lipscomb, M.D. (Louisiana State Univ. in Baton Rouge, 1975); Wallace E. Lowry, M.D. (Baylor, 1965); Ronald J. Neimkin, M.D. (Cornell, 1975); James Albert Nunley II, M.D. (Tulane, 1973); Todd B. Orvald, M.D. (Jefferson, 1971); Shubhash J. Patel, M.D. (Univ. of Baroda, India, 1965); Guy L. Rutledge III, M.D. (Alabama, 1975); Roni Sehayik, M.D. (Upstate Medical Center, 1974); John Shaffer, M.D. (Maryland, 1969); William A. Somers, M.D. (Duke, 1972); William Stewart, M.D. (Mississippi, 1973); Fredric H. Warren, M.D. (Arkansas, 1971); William N. Wessinger, M.D. (South Carolina, 1973); Terry L. Whipple, M.D. (Virginia, 1971); Peter W. Whitfield, M.D. (George Washington, 1974).

DIVISION OF OTOLARYNGOLOGY

Instructors and Chief Residents: Edward Drawbaugh, M.D. (Duke, 1973); Jacob Tasher, M.D. (Univ. of Tel Aviv, Israel, 1971).

Assistant Residents: Leo Callahan, M.D. (Georgetown, 1974); Harry King, M.D. (Virginia, 1974); Martin E. Levin, M.D. (Maryland, 1972); John W. Loudermilk, M.D. (Texas Tech., 1975); Arl V. Moore, M.D. (Arkansas, 1974); Tseuneo Watanabe, M.D. (Keio Univ., Japan, 1974).

DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY

Instructors and Chief Residents: Carl G. Quillen, M.D. (Maryland, 1968); Connell Shearin, M.D. (Pennsylvania, 1968); Alexander C. Stratoudakis, M.D. (Univ. of Athens, Greece, 1969).

Assistant Residents: William Barwick, M.D. (Tennessee, 1971); Richard O. Gregory, M.D. (Indiana, 1971); Richard Morris, M.D. (Oklahoma, 1966); Hans P. Norberg, M.D. (Oklahoma, 1969); Edward P. Pollock, M.D. (West Virginia, 1971); Ronald Riefkohl, M.D. (Tulane, 1972).

DIVISION OF UROLOGIC SURGERY

Instructors and Chief Residents: Laurence K. Cleeve, M.D. (Melbourne, 1968); Luis Gonzalez-Serva, M.D. (Med. School of Central Univ. of Venezuela, 1971); Lee S. Guice III, M.D. (Louisiana, 1972).

Fellow: Takaaki Minami, M.D. (Jikei Univ. School of Med., 1964).

Assistant Residents: Jean-Jacques Braedael, M.D. (Catholic Univ. Leuven School of Med., 1974); Charles Brendler, M.D. (Virginia, 1974); Sam D. Graham, M.D. (Virginia, 1974); Craig Hinman, M.D. (Univ. of Washington, 1973); Stephen S. Kramer, M.D. (Tulane, 1975); Gerald H. Lin, M.D. (National Taiwan Univ., 1973); Jorge L. Lockhart, M.D. (Faculty of Montevideo, Uruguay, 1973); E. Wynn Mabry, M.D. (Oklahoma, 1971); Harold Reeve, M.D. (Pennsylvania, 1972); Matthew S. Smith, M.D. (Georgetown, 1975); George W. Webster, M.D. (Univ. of Rhodesia, 1968).

Roster of Students

Class of 1978

Abernethy, John Lloyd (Duke), Charlotte, North Carolina
Alpert, Stephen E. (Massachusetts Inst. of Tech.), Durham, North Carolina
Alyono, David (Emory), Atlanta, Georgia
Apple, Jerry Stewart (Duke), Wallace, North Carolina
Avent, James Monroe (Duke), Norristown, Pennsylvania
Bailey, Genie Lark (Meredith), Kenly, North Carolina
Bandy, Lawrence Curtis (Stetson), Orlando, Florida
Beardsley, Thomas L. (Duke), Ridgefield, Connecticut
Bell, William R., Jr. (Rice), Pensacola, Florida
Bencze, Robert F. (Duke), Cranbury, New Jersey
Bible, Henry Harold (Williams), St. Louis, Missouri
Bobbitt, William Haywood, III (North Carolina at Chapel Hill), Charlotte, North Carolina
Booth, Daniel Hughston (Wake Forest), Hendersonville, North Carolina
Bowman, Zebulon Lynn (Duke), Burlington, North Carolina
Brantley, Bert Alton, Jr. (Duke), Columbia, South Carolina
Bredesen, Dale Eric (Calif. Inst. of Tech.), Ft. Lauderdale, Florida
Bressler, Garrett Schell (Davidson), Durham, North Carolina
Buesing, Mary Ann (Marquette), Leavenworth, Kansas
Buff, Samuel J. (North Carolina State), Alexis, North Carolina
Bull, Jonca Camille (Princeton), Spartanburg, South Carolina
Butera, Philip J. (Duke), Brooklyn, New York
Butler, Stephen Robert (North Carolina at Chapel Hill), Roseboro, North Carolina
Califf, Robert McKinnon (Duke), Columbia, South Carolina
Carey, Benjamin Arthur (North Carolina at Chapel Hill), Kinston, North Carolina
Cheung, Joseph Yat-Sing (McGill), Ontario, Canada
Cline, William Tucker (Davidson), Waynesville, North Carolina
Cooper, John A. D., Jr. (Northwestern), Arlington, Virginia
Cross, Phyllis DeCarlo (Duke), Arlington, Virginia
Culp, John Rockwell (Davidson), Mooresville, North Carolina
Dunn, Thaddeus Leland (Duke), Savannah, Georgia
Dydek, Margaret Thompson (Southern Methodist), Tarrant, Texas
Edmundson, Marsha Overman (North Carolina at Greensboro), Wilson, North Carolina
Erickson, Douglas Joseph (Duke), Durham, North Carolina
Ferguson, Elaine Regina (Brown), Highland Park, Michigan
Freiberger, Harley Flay (Florida), Gastonia, North Carolina
Geballe, Adam Philip (Stanford), Woodside, California
Gnann, John Wyatt, Jr. (Davidson), Savannah, Georgia
Goldberg, Joel Steven (Duke), Linden, New Jersey
Gorman, Michael Robert (Duke), Bay Village, Ohio
Graham, John Douglas (Wabash), Indianapolis, Indiana
Griffin, Eugene Wilson, III (Denison), Aurora, Ohio
Groeneveld, Jodelle Sue (Michigan), Owosso, Michigan
*Hainline, Sarah W. (Wellesley), Chapel Hill, North Carolina
Hamp, Melissa (Butler), Grand Rapids, Michigan
Hanson, Jeffrey Becker (Dartmouth), Geneva, Illinois
Harden, Elizabeth Ann (South Carolina), Manning, South Carolina
Harper, Wayne Lee (Duke), Raleigh, North Carolina
Hassett, Margaret Alycia (Duke), Wyomissing, Pennsylvania
Hayes, Lynn Renee (Michigan State), Seattle, Washington
Henderson, Joan Sanford (Stanford), Fresno, California
Henderson, Melvin Lee (Brown), Fayetteville, North Carolina
Hodge, Gameel Byron, Jr. (Vanderbilt), Spartanburg, South Carolina
Hoffman, Robert Miles (Yale), Hillsdale, New Jersey
Isley, Joseph Plonk (North Carolina at Chapel Hill), Burlington, North Carolina
Jackson, Marianne (Duke), Concord, Massachusetts
Johnson, Robert Bruce (Duke), Ontario, Canada
Johnson, Stephen Morgan (Duke), West End, North Carolina
Johnston, Jeffrey M. (Davidson), Charlotte, North Carolina
Joiner, Clinton Hubert (Georgia Instit. of Tech.), Decatur, Georgia
Kelley, Susan Lisa (Colgate), Mahopac, North Carolina
Lindsey, Peggy Susan (Duke), Washington, Georgia

*Leave of absence.

Lutin, Charles David (Vanderbilt), Nashville, Tennessee
 Mains, Charles William (Tennessee), Marietta, Georgia
 McClees, Eric Carr (North Carolina State), Durham, North Carolina
 McIntosh, Donald Munvo, III (North Carolina at Chapel Hill), Marion, North Carolina
 Morris, David Clarence (Duke), Arapahoe, North Carolina
 Myers, John Lewis (Bowdoin), Salisbury Cove, Maine
 Newman, Kurt Douglas (North Carolina at Chapel Hill), Raleigh, North Carolina
 *Newman, William Neal (Princeton), Clinton, North Carolina
 Nielsen, Anton Peter (Duke), Venice, Florida
 Nord, Claire Cooper (Tulane), Athens, Georgia
 O'Brien, Lauren Irene (Pennsylvania), Swarthmore, Pennsylvania
 Peters-Golden, Marc Lee (Franklin and Marshall), Pennsauken, New Jersey
 Plummer, Charles Wayne (Haverford), Durham, North Carolina
 Pozner, Linda Hough (Leeds), Kershaw, South Carolina
 Rickard, Randall Craig (Duke), Spartanburg, South Carolina
 Roark, Steven Forest (Duke), Wallingford, Pennsylvania
 Robb-Nicholson, Linda Celeste (Radcliffe), Albuquerque, New Mexico
 Roberts, Alfred Mack (North Carolina State), Durham, North Carolina
 Runge, Pamela Margaret (Stanford), Austin, Texas
 Savona, Steven Robert (Duke), Bayside, New York
 Sedwick, Lyn Alice (Princeton), Maitland, Florida
 Sexton, Carlton Clark (Stanford), Stevenson, Maryland
 Shelburne, Thomas M. (Hampden-Sydney), Raleigh, North Carolina
 Sherman, Douglas Paul (Duke), Winter Park, Florida
 Shires, George Thomas, III (Texas), Bellevue, Washington
 Simmons, Roberdeau D. (Duke), Alloway, New Jersey
 Smiley, Margaret Lynn (Kansas), Goodland, Kansas
 Steele, John C. H., Jr. (Duke), North Augusta, South Carolina
 Stern, Matthew Bruce (Harvard), West Newton, Massachusetts
 Stockbridge, Norman Lander (North Carolina at Chapel Hill), Durham, North Carolina
 Suslavich, Frank John, Jr. (Bowdoin), Darien, Connecticut
 Swingle, Hanes M. (Vanderbilt), Johnson City, Tennessee
 Taylor, Terry (Smith), Santa Cruz, California
 Tiller, Wendell H., Jr. (Wake Forest), Spartanburg, South Carolina
 Toye, Catherine Helene (Union), Rhineback, New York
 Tyson, George S., Jr. (Francis Marion), Florence, South Carolina
 Vogel, Joseph Vincent (Duke), Durham, North Carolina
 Walker, Price, Jr. (California Inst. of Tech.), Columbus, Georgia
 Wank, Stephen Arnold (Duke), Great Neck, New York
 Wilkerson, Stephen Young (King), Portsmouth, Virginia
 Williams, Lewis Thomas (Rice), Taccoa, Georgia
 Wood, John Charles (Duke), Richmond, Virginia
 Wright, Eugene Edward, Jr. (Princeton), Durham, North Carolina
 Yoder, Eric Monroe (Maryland), Columbia, South Carolina

Class of 1979

Adams, Marsha Gale (Duke), Malvern, Pennsylvania
 Adler, Stuart Ralph (Harvard), Statesville, North Carolina
 Alexander, Christian Miller (Oberlin), Madison, Wisconsin
 Anderson, Scott Joseph (California at San Diego), Long Beach, California
 Bailey, Genie Lark (Meredith), Kenly, North Carolina
 Baker, Charles Scott, III (North Carolina at Chapel Hill), Havelock, North Carolina
 Bartels, George Thomas (North Carolina at Chapel Hill), Chapel Hill, North Carolina
 Batlle, Juan Francisco (Duke), Santo Domingo, Dominican Republic
 Becker, Robert L., Jr. (Miami), Columbus, Ohio
 Bishopric, Nanette Hahr (Duke), Sarasota, Florida
 Blazey, Dale Lawrence (Colgate), Pittsford, New York
 Bodner, Sara Marine (Wellesley), Coral Gables, Florida
 Boekelheide, Kim (Harvard), Chapel Hill, North Carolina
 Bradley, Betty Lou Bruton (North Carolina at Chapel Hill), Carrboro, North Carolina
 Brody, Gordon Alexander (Duke), New York, New York
 Browning, David Judson (Harvard), Huntsville, Alabama
 Bunn, William B., III (Duke), Raleigh, North Carolina
 Burton, Claude Shreve, III (Davidson), Durham, North Carolina

*Leave of absence.

Cappleman, William Franklin, III (North Carolina at Chapel Hill), Carrboro, North Carolina
 Carmichael, Ann G. (DePauw), Roanoke, Virginia
 Cassell, Robert Holland (Harvard), Atlanta, Georgia
 Chua, Cynthia Coe (Mt. Holyoke), Lake Katrine, New York
 Clarke, William Robert (Duke), Cincinnati, Ohio
 Clarkson, Lindsay Livingston (Radcliffe), Glen Head, New York
 Colvard, David Fred (Georgia Inst. of Tech.), Durham, North Carolina
 Costel, Esther Elizabeth (Princeton), Lexington, Kentucky
 Crain, Barbara J. (California-Irvine), Long Beach, California
 Dawkins, Jennings Ray, Jr. (North Carolina State), Fayetteville, North Carolina
 Dealy, Darilyn Hedden (Tufts), Fairfield, Connecticut
 Douglas, James Marion, Jr. (Duke), Spartanburg, South Carolina
 Drake, Robert Eldon, Jr. (Princeton), Winter Park, Florida
 Dresser, Michael Edward (Duke), Davidson, North Carolina
 Drucker, Robert Patrick (Harvard), Charlottesville, Virginia
 Ebihara, Lisa (Northwestern), Wilmette, Illinois
 Edgar, John Ralph (Massachusetts Inst. of Tech.), Atlanta, Georgia
 Eisonson, Howard J. (Union College of Schneckady), White Plains, New York
 Eliasson, Arn Hendrick (Davidson), Safety Harbor, Florida
 Fath, John Joseph (Villanova), Hickory Corners, Michigan
 Fitz, John Gregory (North Carolina at Chapel Hill), Hickory, North Carolina
 Floyd, Richard Dudley (Duke), Lexington, Kentucky
 Foster, Jerry Michael (North Carolina state), Newton, North Carolina
 Geier, Gail Herman (Smith), White Plains, New York
 Gibbs, Verna Catholine (Harvard), Jersey City, New Jersey
 Gordon, Jo Carol (Stanford), Los Gatos, California
 Gospe, Sidney Maloch, Jr. (Stanford), San Francisco, California
 Guyton, Jean Margaret (Radcliffe), Jackson, Mississippi
 Hainline, Bryan E. (Georgia Inst. of Tech.), Atlanta, Georgia
 Hamm, Barbara Lois (Mt. Holyoke), Elberton, Georgia
 Harlan, John Woody (Harvard), Sylvania, Ohio
 Harris, Stuart Irwin (Duke), Miami, Florida
 Harward, Timothy Richard Stephen (Duke), Durham, North Carolina
 Hathorn, James Walker (Maryland), Silver Spring, Maryland
 Heald, Peter Winey (Dartmouth), Elkins, New Hampshire
 Higham, Margaret (Michigan), Baltimore, Maryland
 Honeycutt, Pamela Jane (Mississippi), Jackson, Tennessee
 Hughes, Claude LeBernian, Jr. (East Carolina), New Bern, North Carolina
 Humphrey, Gary Bertrand (Harvard), Oklahoma City, Oklahoma
 Hunt, Christopher Miller (Pennsylvania), Pittsburgh, Pennsylvania
 Janick, Peter Aaron (Cornell), W. Lafayette, Indiana
 Johnston, Michael Francis (Georgia), Athens, Georgia
 Jonas, Wayne Babcock (Davidson), Potomac, Maryland
 Jones, David Craven (North Carolina at Chapel Hill), Mebane, North Carolina
 Kahn, Edgar Michael (St. Andrews Presbyterian), Franklin, North Carolina
 Kaufman, Lisa (Duke), Villanova, Pennsylvania
 Krause, Robert Allen (Pennsylvania State), Pittsburgh, Pennsylvania
 Lane, William Norman (U.S. Military Academy), Winston-Salem, North Carolina
 Larrick, James William (Colorado), Englewood, Colorado
 Lee, James Edward (Duke), Oak Park, Illinois
 Li, James Tung-Chieh (Princeton), Jamaica, New York
 Lightner, Virginia (Massachusetts Inst. of Tech), Santurce, Puerto Rico
 Limberakis, Anthony John (Pennsylvania), Jenkintown, Pennsylvania
 Lipton, Howard Alan (North Carolina at Chapel Hill), Durham, North Carolina
 Lister, Philip Nathaniel (Hampshire), Brevard, North Carolina
 Long, Karen Louise (Denison), Snyder, New York
 Mabry, Mack Harrison (Davidson), Norwood, North Carolina
 Markert, Mary Louise (Smith), Ogdensburg, New York
 Marrow, Henry Gregory (Davidson), Tarboro, North Carolina
 Martell, Jon Vincent (North Carolina at Chapel Hill), Durham, North Carolina
 McAlister, David Shane (Washington & Lee), Huntsville, Alabama
 McCachren, Samuel Spence, Jr. (North Carolina at Chapel Hill), Concord, North Carolina
 McCoy, Steven Robert (Duke), Westport, Connecticut
 Meyers, Marguerite Evelyn (Pennsylvania State), Moorestown, New Jersey
 Mold, David Edward (Michigan), Durham, North Carolina
 Moll, Maria Elizabeth (Randolph-Macon), Hampton, Virginia

Nordstrom, James Eric (Harvey Mudd), Farmington, New Mexico
 Novick, Thomas Leonard (Duke), Durham, North Carolina
 Orland, Richard Alan (Princeton), Cherry Hill, New Jersey
 Ose, Dennis E. (Purdue), Indianapolis, Indiana
 Paterson, Robert Worcester (Duke), Solon, Ohio
 Peterson, Caroline Louise (Marquette), Bloomington, Minnesota
 Phillips, George, Jr. (Northwestern), Alexander City, Alabama
 Post, Nancy (Michigan), New York, New York
 Preston, Marion M. (Yale), Lake Forest, Illinois
 Prince, Marilyn Ann (Duke), Richmond, Virginia
 Raine, Wilfred Leroy (Williams), Mobile, Alabama
 Ramey, Thomas Lee (Virginia), Charlottesville, Virginia
 Reintgen, Douglas Scott (Duke), Latrobe, Pennsylvania
 Rivers, Reuben Norman (Duke), Durham, North Carolina
 Roloson, Gary James (California-San Diego), San Gabriel, California
 Ross, John W. (Morehouse), Decatur, Georgia
 Ross-Duggan, John Ward (California-Irvine), Newport Beach, California
 Ruck, David Carl (U.S. Military Academy), Kennebunk, Maine
 Ruth, Wayne Kimberly (North Carolina State), Raleigh, North Carolina
 Rutherford, George Williams (Stanford), Palo Alto, California
 Rutledge, John Hunt, II (Southwestern-Memphis), Humboldt, Tennessee
 Sadler, Jasper Evan, III (Princeton), Huntington, West Virginia
 Sahmel, Reinhardt Otto (Princeton), Staten Island, New York
 Schirmer, Bruce David (Princeton), Closter, New Jersey
 Schlossman, David Michael (Columbia), Kenmore, New York
 Schmidt, Emmett Vance (Harvard), Elmsford, New York
 Sealy, David Probst (Claremont Men's College), Hillsborough, California
 Shannon, Michael Wayne (Washington), St. Louis, Missouri
 Sharp, Gregory H. (California Inst. of Tech.), Squantum, Massachusetts
 Shepard, Robert Charles (Harvard), West Hempstead, New York
 Shivers, Jeffrey Clifford (Duke), West Chester, Pennsylvania
 Silimperi, Diana Regina (Duke), Bethlehem, Pennsylvania
 Sims, Peter J. (Amherst), New Rochelle, New York
 Skell-Cerf, Victoria Anne (Mills), State College, Pennsylvania
 Slate, Richard Kendrick (North Carolina at Chapel Hill), Clemmons, North Carolina
 Smith, Eric Peter (Dartmouth), Durham, North Carolina
 Spanarkel, Marybeth (Marymount), Jersey City, New Jersey
 Spivey, Beverly Jean (Cornell), Brooklyn, New York
 Stahl, Christiane Ellen (Bennington), Durham, North Carolina
 Stanton, Edward Spires (Duke), Plymouth, North Carolina
 Stein, Robert B. (Indiana), Kokomo, Indiana
 Stockton, Anne (North Carolina at Chapel Hill), Johnstown, Pennsylvania
 Strauss, Michael Joel (Harvard), Silver Spring, Maryland
 Tatum, Robert King (Duke), Harrington Park, New Jersey
 Teasley, David G. (Case-Western Reserve), Milwaukee, Wisconsin
 Thalmann, Ellen Anne (Duke), Suffern, New York
 Trofatter, Kenneth Frank, Jr. (Duke), Bound Brook, New Jersey
 Varney, Robert Ralph (Colgate), Darien, Connecticut
 Vereen, Ronald Lloyd (North Carolina at Chapel Hill), Durham, North Carolina
 Vick, Giles Wesley, III (Duke), Monroe, North Carolina
 Walsh, Margaret Ann (Smith), Poughkeepsie, New York
 Ward, Bradley Lee (Georgia), Taylorsville, Georgia
 Ward, William Goode (North Carolina at Chapel Hill), Lincolnton, North Carolina
 Wessels, Michael Robert (Oberlin), Grand Junction, Colorado
 Weyrauch, Terri Ann (Pomona), Silver Spring, Maryland
 Wheeler, David Martyn (Duke), Baltimore, Maryland
 Wilhelmsen, Bruce Douglas (Southern Methodist), New Orleans, Louisiana
 Williams, Kenneth Dean (Davidson), Liberty, South Carolina
 Wissow, Lawrence Sagin (Amherst), North Plainfield, New Jersey
 Wood, Catherine Louise (Macalester), Rochester, Minnesota
 Worsley, Stephen Cole (North Carolina at Chapel Hill), Greenville, North Carolina
 Wright, Anne Harley (Wellesley), Philadelphia, Pennsylvania
 Yen, Tien-Sze Benedict (Stanford), Palo Alto, California
 York, Michael Francis (Maryland), Bethesda, Maryland
 Young, Dale Christopher (Davidson), Orlando, Florida

Zern, Ruthann Theresa (Douglass), Wyckoff, New Jersey
Ziegler, Robert Eliot (Colorado), College Park, Georgia

Class of 1980

Abbey, Linda Jean (Muhlenberg), Somerville, New Jersey
Abernathy, David Smith (Earlham), Little Rock, Arkansas
Aguilar, Manuel (Duke), San Jose, Costa Rica
Alden, Meredith (North Carolina at Chapel Hill), Chapel Hill, North Carolina
Alexander, Eben, III (North Carolina at Chapel Hill), Winston-Salem, North Carolina
Alexander, John Edward (Davidson), Laurinburg, North Carolina
Anders, Elizabeth Jane (Emory), Riverdale, Georgia
Andrews, William Cooke, Jr. (Duke), Norfolk, Virginia
Attarian, David Edward (Princeton), Albany, New York
Baker, Ralph Parr, Jr. (Duke), Newberry, South Carolina
Basuk, Barbara Jo (Brown), Gloversville, New York
Beasley, Charles Ronald (Pembroke), Maxton, North Carolina
Bell, William Harrison, III (Tulane), New Bern, North Carolina
Bennett, James Kent (Clark), Elberton, Georgia
Bird, Janice Lynn (Duke), New Carrollton, Maryland
Bounous, Edwin P., Jr. (Duke), Morganton, North Carolina
Brasington, Richard D., Jr. (Harvard), Asheville, North Carolina
Broom, James Howell (University of Alabama), Hartselle, Alabama
Brothers, Leslie Ann (Harvard), Concord, Massachusetts
Buckner, John Kern (North Carolina at Chapel Hill), Chapel Hill, North Carolina
Chambers, Christopher Vaughan (Princeton), Wilmington, Delaware
Chiles, Caroline (Massachusetts Inst. of Tech.), High Point, North Carolina
Chiu, Linda I-Yu (Princeton), Baltimore, Maryland
Chu, Alfred Alan Show Ping (McGill), Hong Kong, Hong Kong
Clark, Barbara Anne (Yale), Dearborn, Michigan
Coffey, Charles Edward (Wofford), Little River, South Carolina
Cote, Peter Christopher (State Univ. of New York), Syracuse, New York
Crawford, James Mackinnon (Dartmouth), Fairfield, Connecticut
Crimm, Allan Lawrence (Yale), Atlanta, Georgia
Damiano, Ralph James, Jr. (Dartmouth), Vista, New York
Denning, Stephen Mitchell (Duke), Rutherfordton, North Carolina
DeWitt, Eleanor Hinds (Wooster), New Wilmington, Pennsylvania
Doyle, William Jay (Duke), Cincinnati, Ohio
Dunn, Mitchell Bennett (Duke), West Hartford, Connecticut
Earley, Mary Frances (Duke), Garden City, New York
Eden, Robert Scott (Duke), Atlanta, Georgia
Englehard, Herbert Harter, III (Duke), Northbrook, Illinois
Ervin, Warren Dixon (Stanford), Redmond, Washington
Fitch, Nancy E. (Brown), Johnson City, Tennessee
Foster, Paul Alan (Michigan), Dearborn, Michigan
Frazer, Joe Walton, III (Duke), Greensboro, North Carolina
Froome, Lynn Carol (Bennington), Penfield, New York
Giguere, Jeffrey Kent (Duke), Wilmington, Delaware
Gillgoly, Scott Dale (U.S. Military Academy), East Aurora, New York
Gore, Thomas Bowden (Duke), La Grange, Georgia
Gores, Paul Farrell (Macalester), Rochester, Minnesota
Gottlieb, Ronald Howard (Pennsylvania), Englewood, New Jersey
Graham, Thomas Caston, Jr. (Emory), Newnan, Georgia
Grant, James William (North Carolina State), Rocky Mount, North Carolina
Greenberg, Raymond Seth (North Carolina at Chapel Hill), Chapel Hill, North Carolina
Hall, Barbara Jean (Duke), Houston, Texas
Hall, Sherry Lene (Duke), Snow Hill, North Carolina
Hepler, Kevin Michael (Princeton), Myerstown, Pennsylvania
Howell, David Noble (Duke), Greenville, North Carolina
Imber, Michael James (Northwestern), Chicago, Illinois
Ishman, Reginald Eugene (Stanford), Hightstown, New Jersey
King, Richard Glen (North Carolina at Chapel Hill), Gastonia, North Carolina
Kinney, Janet Shepard (Duke), Durham, North Carolina
Kistler, Kent Howard (North Carolina State), Raleigh, North Carolina
Krause, Cynthia Lisa (Pennsylvania), Baltimore, Maryland

*Leave of absence.

Lacks, Susan (Queens), Flushing, New York
 Lekwuwa, Okafor Mang (Duke), Nigeria, West Africa
 Lemon, Norma Celeste (Harvard-Radcliffe), Cincinnati, Ohio
 Ludlow, David Emil (Brigham Young), Spanish Fork, Utah
 Mabry, Michael Edwin (Duke), Lexington, Kentucky
 Maher, Jacquelyn Jo (Duke), St. Louis, Missouri
 Mappin, Francis Gregory (Duke), St. Simons Island, Georgia
 Matthews, Dale Alan (Princeton), Hanover, New Hampshire
 Mazoujian, Gwen (Skidmore), Durham, North Carolina
 McKay, Lillian Lineberger (Swarthmore), Charlotte, North Carolina
 Michal, Richard Glenn (North Carolina at Chapel Hill), Charlotte, North Carolina
 Miller, Edward Douglas (Colgate), Columbus, Ohio
 Morrison, Gregory Earle (Princeton), Westfield, New Jersey
 Murdock, Charles Bruce (South Carolina), Belton, South Carolina
 Neuss, Michael Norbert (Michigan), Indianapolis, Indiana
 Nunn, Chalmers Morton, Jr. (Duke), Clarksville, Virginia
 Olson, Richard Arthur (Minnesota), Canby, Minnesota
 Parker, Margaret Elizabeth (Duke), Sarasota, Florida
 Peacock, Mary Louise (North Carolina at Greensboro), Greensboro, North Carolina
 Peterson, Lucy Elizabeth (Wellesley), Matthews, North Carolina
 Placilla, William John (Rensselaer Polytechnic Inst.), Somerville, New Jersey
 Plotka, Marshall Brian (Duke), Mountain Brook, Alabama
 Post, Stephen Edward (North Carolina at Chapel Hill), Greenville, North Carolina
 Puleo, Joel Gregg (Duke), Elam, New York
 Rabkin, Michael Scott (Massachusetts Inst. of Tech.), Marblehead, Massachusetts
 Rocco, Michael Benjamin (Georgetown), West Orange, New Jersey
 Rosenberg, Dana Wolf (Brown), Scarsdale, New York
 Rotberg, Michael Howard (Haverford), West Orange, New Jersey
 Russell, Janet Young (Duke), Mickleton, New Jersey
 Ryan, Stephen Gregory (Georgetown), Kensington, Maryland
 Salafia, Carolyn Margaret (Dartmouth), Middletown, Connecticut
 Schreiner, Elizabeth Jean (Rensselaer Polytechnic Inst.), Hinckley, Ohio
 Schwartz, Gregory Glenn (Brown), Jackson Heights, New York
 Sechrest, Randle Craig (North Carolina at Chapel Hill), Jamestown, North Carolina
 Severance, Harry Wells, Jr. (East Carolina), Wilson, North Carolina
 Silverman, Mitchell Sheldon (Harvard), Massapequa, New York
 Small, James Michael (Colorado), Englewood, Colorado
 Smith, Stephanie Elizabeth (South Carolina), Columbia, South Carolina
 Stringfield, John William (North Carolina at Chapel Hill), Hazelwood, North Carolina
 Teigland, Chris Michael (Duke), Miami, Florida
 Thompson, Katherine Ann (Duke), Lexington, Kentucky
 Tibbetts, Kim Richard (Stanford), Granada Hills, California
 Tipermas, Alan (Massachusetts Inst. of Tech.), Fair Lawn, New Jersey
 Treiman, Alan Richard (Franklin & Marshall), Merrick, New York
 Tumen, Jon Jay (Brandeis), Deal Park, New Jersey
 Van Dalen, Robert Warren (Duke), Clifton, New Jersey
 Vogel, Hans P. (North Carolina at Chapel Hill), Durham, North Carolina
 Ward, Richard Mayhew (Duke), Charlotte, North Carolina
 Washburn, Ronald Glenn (Brown), Lake Bluff, Illinois
 Whalen, Giles Francis (Harvard), Shrewsbury, New Jersey
 Whatley, Ralph Emerson (Duke), Raleigh, North Carolina
 White, Johnny Lee, Jr. (Harvard), Virginia Beach, Virginia
 White, Thomas Rhyne (Duke), Cherryville, North Carolina
 Wilkins, Isabelle Ann (Barnard), Pittsburgh, Pennsylvania
 Williams, Christopher Douglas (Florida), Venice, Florida
 Willis, Rebecca Margaret (Yale), Perry, Iowa
 Wilson, Bryan Hadley (Davidson), Boone, North Carolina
 Wool, Steven Alan (Washington), Waukegan, Illinois
 Yarbrough, Emily Elliot (Duke), Durham, North Carolina

Class of 1981

Albert, David E. (Harvard), McAlester, Oklahoma
 Albrecht, Renata (Yale), Rockville, Maryland
 Allen, David B. (Stanford), LaGrange, Illinois
 Allen, Pamela L. (DePauw), Charlotte, North Carolina

Anderson, Roger F. (Duke), Durham, North Carolina
 Angle, Marcia (Harvard), Omaha, Nebraska
 Arens, Gwendolyn M. (Duke), Silver Spring, Maryland
 Ashland, Gloria E. (Yale), North East, Maryland
 Barnes, R. Stephen (Auburn), Greenville, North Carolina
 Birmingham, L. Faith (North Carolina State), Durham, North Carolina
 Blakey, David N. (North Carolina State), Greensboro, North Carolina
 Bloch, Craig A. (Tufts), Allenton, Pennsylvania
 Bowe, Pamela L. (Wellesley), Cincinnati, Ohio
 Brasher, Bruce (Duke), Basking Ridge, New Jersey
 Brazeal, Febe I. (Birmingham-Southern), Fairhope, Alabama
 Bressler, Peter (Hamilton), Durham, North Carolina
 Broadhead, Walter (Davidson), Charleston, West Virginia
 Bronec, Peter R. (Stanford), Racine, Wisconsin
 Buescher, Philip C. (Duke), Ft. Washington, Pennsylvania
 Calvert, Richard J. (Duke), Worthington, Ohio
 Campbell, Robert F. (Northwestern), Oak Ridge, Tennessee
 Christenbury, Jonathan D. (Oral Roberts), Charlotte, North Carolina
 Clapp, Debra H. (Virginia), Bluefield, West Virginia
 Clark, Timothy J. (Colby), Winston-Salem, North Carolina
 Cooper, Carnell (Yale), Dillon, South Carolina
 Davidson, Diane M. (Yale), Monroe, New York
 Davis, Clinton B. (Duke), Orlando, Florida
 Davis, Jefferson U. (Wake Forest), Winston-Salem, North Carolina
 Davis, John S. (University of Akron), Akron, Ohio
 Dein, John R. (Duke), San Antonio, Texas
 DeLuca, Peter A. (St. Peters), Jersey City, New Jersey
 *Dodson, William W. (Emory), Mechanicsburg, Pennsylvania
 Dunlap, Nancy E. (Wellesley), Gainesville, Georgia
 Dunn, Laurie L. (Davidson), Laurinburg, North Carolina
 Ferguson, Berrylin (Princeton), Jacksonville, Florida
 Floyd, Walter L., Jr. (Vanderbilt), Durham, North Carolina
 Fudman, Edward J. (Duke), Baltimore, Maryland
 Germino, Joseph (Holy Cross), Palos Park, Illinois
 Gillman, Matthew W. (Harvard), Chevy Chase, Maryland
 Grace, Candis D. (South Carolina State College), Charleston, South Carolina
 Haas, Mark (Duke), Floral Park, New York
 Harlan, David M. (Michigan), Sylvania, Ohio
 Hudson, Gregory L. (Brown), Wellesley, Massachusetts
 Johnson, Michael E. (Brigham Young), Mesa, Arizona
 Jones, Claudia K. (Duke), Durham, North Carolina
 Jorgensen, E. Verena (Stanford), Garden City, New York
 Kappa, Jeffrey R. (Duke), Kingsport, Tennessee
 Keener, Stephen R. (Davidson), Swannanoa, North Carolina
 Koo, Edward H. M. (Amherst), Jardine's Lookout, Hong Kong
 Kreit, John W., Jr. (Duke), Hebron, Maryland
 Kunin, Jean E. (Wisconsin), Madison, Wisconsin
 Lang, Joanne (Wisconsin), Milwaukee, Wisconsin
 Lansing, Ann M. (Duke), Durham, North Carolina
 Lazarus, Kenneth J. (Massachusetts Inst. of Tech.), N. Miami Beach, Florida
 Lee, Jesse T., III (Davidson), Wilmington, North Carolina
 Leone, Joann C. (Williams College), Pelham, New York
 Lesesne, Carroll B. (Princeton), Grosse Pointe Farms, Michigan
 Ling, Mark (Harvard), Merion, Pennsylvania
 Lorensen, Gilda J. (Stanford), Orinda, California
 Lourie, Gerald Louis (Brown), Syracuse, New York
 Lucas, John F. (Mississippi), Greenwood, Mississippi
 McKnight, Martha A. (North Carolina at Chapel Hill), Charlotte, North Carolina
 Mencio, Gregory A. (Duke), Naugatuck, Connecticut
 Michel, Thomas M. (Harvard), Cranston, Rhode Island
 Middleton, William D. (Duke), Muncie, Indiana
 Milbauer, David L. (State University at Buffalo), Massapequa, New York
 Milliken, Nancy (Harvard), Spartanburg, South Carolina
 Montgomery, Demetria (Clark College), Ashville, Alabama
 Moreadith, Randall W. (North Carolina State), Leland, North Carolina

*Leave of absence.

Morris, Hugh B. (Duke), Aiken, South Carolina
 Morris, James J. (Dartmouth), Durham, North Carolina
 Morrison, John G. (Erskine), Due West, South Carolina
 Murdaugh, Elizabeth W. (Brown), Columbia, South Carolina
 Ney, Kathryn A. (Pittsburgh), Pittsburgh, Pennsylvania
 O'Neill, James F. (Colorado), St. Petersburg, Florida
 Parkerson, George R. (Duke), Durham, North Carolina
 Peters, Bryan M. (North Carolina at Chapel Hill), Elizabeth City, North Carolina
 Piscitelli, Joanne T. (Occidental College), Arcadia, California
 Porter, Jan L. (Connecticut), Memphis, Tennessee
 Poyet, Claire M. (Duke), Coral Gables, Florida
 Pryor, William W. (Furman), Simpsonville, South Carolina
 Putnam, William S. (Duke), Roanoke, Virginia
 Ramage, James E., Jr. (Stanford), Columbia, South Carolina
 Rankin, Richard B., III (Davidson), Concord, North Carolina
 Reiman, Eric M. (Duke), Port Washington, New York
 Riley, Hosie K. (Stanford), Oakland, California
 Russell, Asela C. (Yale), Washington, D.C.
 *Sasso, Robert A. (Seton Hall), Harrison, New Jersey
 Schiff, Steven J. (Massachusetts Inst. of Tech), Liberty, New York
 Schwartz, Steve W. (Duke), Newport News, Virginia
 Segars, James H. (Duke), Lenoir, North Carolina
 Sewell, Kathryn Lea (Dartmouth), Middleburgh, New York
 Sholar, Pamela W. (Agnes Scott College), Mooresville, North Carolina
 Shugerman, Earle, Jr. (Hampshire College), Birmingham, Alabama
 Siedler, Daniel E. (Dartmouth), West Falls, New York
 Simel, David L. (North Carolina at Chapel Hill), Greensboro, North Carolina
 Snyder, Quay C., Jr. (U.S. Air Force Academy), Carlisle Barracks, Pennsylvania
 Sourbeer, Jeffrey J. (Duke), Largo, Florida
 Spector, Barbara (Cornell), New York, New York
 Spence, Frank J., Jr. (Florida Tech. Univ.), Orlando, Florida
 Stanley, Thomas E., III (Duke), Savannah, Georgia
 Stein, Roy M. (Massachusetts), Montgomery, Alabama
 Stephens, Wayland C. (Davidson), Maitland, Florida
 Stowers, Stewart F. (Duke), Signal Mountain, Tennessee
 Thielman, Samuel B. (Wheaton), Montreat, North Carolina
 Thienemann, Margo L. (Duke), Rockford, Illinois
 Trader, David W. (Stanford), Greensboro, North Carolina
 Tyor, William R. (Emory), Durham, North Carolina
 Van den Berg, Egerton, Jr. (Washington & Lee), Winter Park, Florida
 Walsh, James P. (Mississippi State), Montgomery, Alabama
 Watkis, Patricia A. (City College of New York), Brooklyn, New York
 Watson, William B. (Duke), Glen Ridge, New Jersey
 Whitehurst, Robert (North Carolina State), New Bern, North Carolina
 Wilcosky, Bernard R., Jr. (Methodist College), Fayetteville, North Carolina
 Wooten, Stephen L. (Duke), Greenville, North Carolina

Class of 1977 with Internship Appointments

Adams, Beverly S. (Middletown, Ohio), Duke Hospital, Durham, North Carolina
 Adams, Susan C. (Rock Hill, South Carolina), Maine Medical Center, Portland, Maine
 Arthur, Martha (Reynoldsburg, Ohio), University of Virginia Hospitals, Charlottesville, Virginia
 Auerbach, Paul S. (North Plainfield, New Jersey), Dartmouth Affiliated Hospitals, Hanover, New Hampshire
 Austin, Linda S. (San Jose, California), Georgetown University Affiliated Hospitals, Washington, D.C.
 Austin, Marshall (Westfield, New Jersey), Bethesda Naval Hospital, Bethesda, Maryland
 Bailey, Kathleen M. (Washington, D.C.), Ohio State University Hospitals, Columbus, Ohio
 Barton, Thomas (St. Petersburg Beach, Florida), Duke Hospital, Durham, North Carolina
 Bassen, Cecile R. (Little Neck, New York), New England Center Hospital, Boston, Massachusetts
 Berger, Jerry J. (New York, New York), William Shands Hospital—Florida, Gainesville, Florida
 Bernstein, Barry (Milwaukee, Wisconsin), Ohio State University Hospital, Columbus, Ohio
 Bishop, Linda A. (South Dennis, Massachusetts), Massachusetts General, Boston, Massachusetts
 Blacharsh, Jill (West Hempstead, New York), University of Maryland Hospital, Baltimore, Maryland
 Blair, Vilray (St. Louis, Missouri), Washington University Affiliated—Missouri, St. Louis, Missouri

*Leave of absence

Bloomfield, Robert L. (Chapel Hill, North Carolina), North Carolina Baptist Hospital, Winston-Salem, North Carolina

Bolander, Franklyn F. (Savannah, Georgia), Duke Hospital, Durham, North Carolina

Borowitz, Michael J. (Bronx, New York), Duke Hospital, Durham, North Carolina

Bower, Andrea (Rolling Hills Estates, California), San Bernardino Medical Center, San Bernardino, California

Brennan, John T. (Youngstown, New Jersey), Medical Center Hospital, Charleston, South Carolina

Bressler, Robert B. (Durham, North Carolina), Baylor College of Medicine, Houston, Texas

Bruce, James F. (Opelika, Alabama), University of Virginia Hospital, Charlottesville, Virginia

Buckley, Edward G. (Durham, North Carolina), Duke Hospital, Durham, North Carolina

Cannon, Patricia A. (New Castle, Delaware), Duke Hospital, Durham, North Carolina

Clark, Margaret T. (Colorado Springs, Colorado), Michael Reese Hospital and Medical Center, Chicago, Illinois

Cochi, Stephen L. (Rochester, New York), Massachusetts General Hospital, Boston, Massachusetts

Cordingley, Gary E. (Crown Point, Indiana), University of Michigan Affiliated, Ann Arbor, Michigan

Dackis, Charles A. (Short Hills, New Jersey), Overlook Hospital—New Jersey, Summit, New Jersey

Dimmig, Thomas A. (Lansdale, Pennsylvania), Duke Hospital, Durham, North Carolina

Drake, Miles E. (Vineland, New Jersey), Duke Hospital, Durham, North Carolina

Dunnigan, Ann C. (Downey, California), Medical Center Hospital, Burlington, Vermont

Duvic, Madeline (New Orleans, Louisiana), Duke Hospital, Durham, North Carolina

Eiden, Joseph J. (Wilmington, North Carolina), University of Virginia Hospitals, Charlottesville, Virginia

Ely, Ralph L. (Durham, North Carolina), University of Virginia Hospital, Charlottesville, Virginia

Fox, Gary N. (Bethesda, Maryland), Charlotte Memorial, Charlotte, North Carolina

Francis, Robert D. (Durham, North Carolina), Duke Hospital, Durham, North Carolina

Gallemore, Gail H. (Durham, North Carolina), Duke Hospital, Durham, North Carolina

Garcia-Saul, Jose (Santurco, Puerto Rico), Duke Hospital, Durham, North Carolina

Garrett, William E., Jr. (Roxboro, North Carolina), Duke Hospital, Durham, North Carolina

Gehrett, Joseph O., Jr. (Deer Lodge, Montana), University of Washington Affiliated, Seattle, Washington

Gilbert, Paul P. (Statesville, North Carolina), Vanderbilt University Affiliated, Nashville, Tennessee

Hagerty, Richard C. (Charleston, South Carolina), Grady Memorial, Atlanta, Georgia

Hainsworth, Barbara E. (Los Alto, California), University of Texas Affiliated Hospitals, Houston, Texas

Hardy, Henry J. (Cleveland, Ohio), University of California Hospital—Los Angeles, Los Angeles, California

Harrington, Madeline M. (Atlanta, Georgia), Waterbury Hospital, Waterbury, Connecticut

Harris, Larry C. (Fayetteville, North Carolina), Duke Hospital, Durham, North Carolina

Hasson, Newton (Timonium, Maryland), Stanford University, Stanford, California

Holt, Lawrence B., Jr. (Winston-Salem, North Carolina), Medical College of Virginia, Richmond, Virginia

Honickman, Steven P. (Brooklyn, New York), Duke Hospital, Durham, North Carolina

Hooper, Mildred W. (Ruxton, Maryland), Hospital of University of Pennsylvania, Philadelphia, Pennsylvania

Horton, James M. (New Orleans, Louisiana), William Shands Hospital, Gainesville, Florida

Keitel, Wendy A. (Boston, Massachusetts), Duke Hospital, Durham, North Carolina

Kennedy, John D., Jr. (Richmond, Virginia), Grady Memorial Hospital, Atlanta, Georgia

Klausner, Richard D. (Yonkers, New York), Massachusetts General Hospital, Boston, Massachusetts

Kull, Richard K. (Durham, North Carolina), Massachusetts General Hospital, Boston, Massachusetts

Leslie, John B. (Albuquerque, New Mexico), Duke Hospital, Durham, North Carolina

Lewis, Richard H. (Lake Worth, Florida), Bethesda Naval Hospital, Bethesda, Maryland

Ling, David (Louisville, Kentucky), University of Michigan Affiliated, Ann Arbor, Michigan

Lymbert, Marvin E. (Charlotte, North Carolina), North Carolina Baptist, Winston-Salem, North Carolina

Mackey, William C. (New Canaan, Connecticut), The New York Hospital, New York, New York

Magill, Michael K. (Scottsdale, Arizona), Duke Hospital, Durham, North Carolina

Mahony, Cheryl (Fullerton, California), Duke Hospital, Durham, North Carolina

Mayer, Thom (Anderson, Indiana), University of Utah Affiliated Hospitals, Salt Lake City, Utah

McKain, Carey W. (Taylors, South Carolina), University of Texas S.W. Affiliated Hospitals, Dallas, Texas

Miller, Gary M. (Jefferson, North Carolina), University Colorado Affiliated Hospitals, Denver, Colorado

Millsaps, David M. (Santa Ana, California), Charlotte Memorial, Charlotte, North Carolina

Moeller, Garland R. (Bedford, Massachusetts), Duke Hospital, Durham, North Carolina

Moeller, Wendy P. (Camp Lejeune, North Carolina), Duke Hospital, Durham, North Carolina

Morawetz, Lida J. (New York, New York), North Carolina Memorial, Chapel Hill, North Carolina

Murray, John C. (Reynoldsville, Pennsylvania), North Carolina Memorial, Chapel Hill, North Carolina

Myers, Beverly (Winston-Salem, North Carolina), Duke Hospital, Durham, North Carolina

Nichol, Walter P. (Durham, North Carolina), University of Oregon Affiliated Hospital, Portland, Oregon

Ozimek, Carl D. (Westfield, New Jersey), Lettermen Army Medical Center, San Francisco, California

Palmeri, Barbara A. (Washington, D.C.), Duke Hospital, Durham, North Carolina

Pasternak, Lewis R. (Hempstead, New York), University of Minnesota, Minneapolis, Minnesota

Pedley, Carolyn F. (Charleston, West Virginia), Bowman Gray Medical Center, Winston-Salem, North Carolina

Roberts, William D. (Glenshaw, Pennsylvania), Lancaster General, Lancaster, Pennsylvania

Rouault, Tracey A. (Schenectady, New York), Duke Hospital, Durham, North Carolina

Schatz, Richard A. (Setauket, New York), Letterman Army Medical Center San Francisco, California

Schmidt, William F. (Sydney, New York), Children Hospital, Philadelphia, Pennsylvania

Sellers, Thomas D. (Dillon, Colorado), Duke Hospital, Durham, North Carolina

Shoemaker, Ritchie C. (Carlisle, Pennsylvania), Williamsport Hospital, Williamsport, Pennsylvania

Smith, Christopher E. (Bemus Point, New York), University of Virginia Hospital, Charlottesville, Virginia

Smith, Peter K. (Swansea, Massachusetts), Duke Hospital, Durham, North Carolina

Smolko, Milan J. (Stroudsburg, Pennsylvania), San Diego County Hospital, San Diego, California

Snow, Joseph R. (Abilene, Texas), University of Washington Affiliated Hospitals, Seattle, Washington

Spiro, Rhonda P. (Brooklyn, New York), University of Chicago Hospitals and Clinics, Chicago, Illinois

Stewart, Dannie L. (Cary, North Carolina), University of Virginia Hospitals, Charlottesville, Virginia

Stinson, Olivia D. (Charlotte, North Carolina), University of California Hospitals, Los Angeles, California

Symmonds, Jeffrey B. (Rochester, Minnesota), University of California Hospitals, Los Angeles, California

Tatum, Arthur H. (Harrington, New Jersey), Duke Hospital, Durham, North Carolina

Terry, Linda C. (Miami Springs, Florida), North Carolina Memorial Hospital, Chapel Hill, North Carolina

Thistlethwaite, James R. (Washington, D.C.) Massachusetts General Hospital, Boston, Massachusetts

Thomassen, Thom S. (Tucson, Arizona), Walter Reed Army Medical Center, Washington, D.C.

Ticehurst, John R. (Fair Haven, New Jersey), North Carolina Memorial Hospital, Chapel Hill, North Carolina

Tiedeman, James S. (Des Moines, Iowa), North Carolina Memorial Hospital, Chapel Hill, North Carolina

Trantham, Joey L. (Marbel, North Carolina), Duke Hospital, Durham, North Carolina

Trask, Neil W. (Burton, South Carolina), University of Texas S.W. Affiliated Hospitals, Dallas, Texas

Unterman, Terry G. (Evanston, Illinois), Presbyterian—St. Lukes, Chicago, Illinois

Waldrop, Charles D. (Columbus, North Carolina), Duke Hospital, Durham, North Carolina

Walls, Bertram, E. (Chadbourn, North Carolina), Duke Hospital, Durham, North Carolina

Williams, John M. (South Bend, Indiana), Duke Hospital, Durham, North Carolina

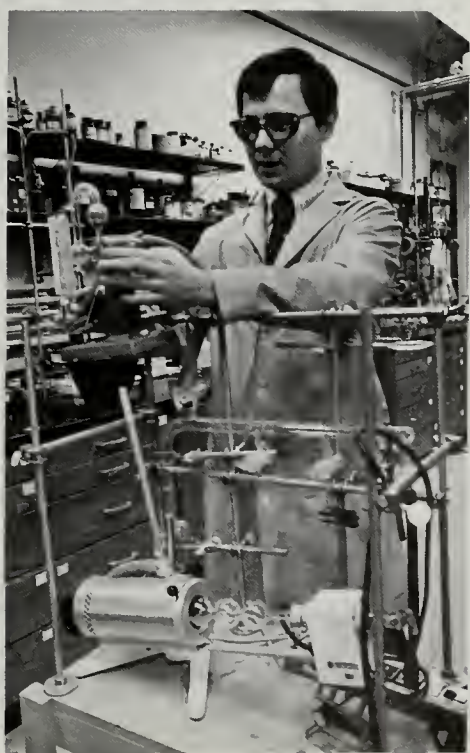
Williams, Larry W. (Granite Quarry, North Carolina), St. Louis Children's Hospital, St. Louis, Missouri

Williams, Roy J. Jr. (St. Louis, Missouri), Barnes Hospital Group, St. Louis, Missouri

Willis, Henry S. III (Chapel Hill, North Carolina), Malcolm Grow USAF Medical Center, Washington, D.C.

Yoshinaga, Monica A. (Baltimore, Maryland), University of Utah Affiliated Hospitals, Salt Lake City, Utah

Young, James A. (Topeka, Kansas), University of California Hospitals, Los Angeles, California





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LEGEND:

- 1 - ORIGINAL HOSPITAL
- 2 - DAVENPORT BUILDING
- 3 - BAKER HOUSE
- 4 - RESEARCH PARK BLDG. NO. 1
- 5 - DENT CLINIC
- 6 - CLINICAL RESEARCH NO. 1
- 7 - CLINICAL RESEARCH NO. 2
- 8 - CLINICAL RESEARCH BLDG. NO. 3
- 9 - DIETARY
- 10 - MAINTENANCE AND GARAGE
- 11 - PEEL BLDG.
- 12 - RESEARCH LABORATORY
- 13 - MEDICAL ANIMAL FARM FACILITY
- 14 - CENTRAL ANIMAL FARM FACILITY
- 15 - RESEARCH PARK BLDG. NO. 3
- 16 - RESEARCH PARK BLDG. NO. 1
- 17 - RESEARCH PARK BLDG. NO. 2
- 18 - RESEARCH PARK BLDG. NO. 3
- 19 - EYE CENTER
- 20 - RESEARCH PARK BLDG. ADDITION
- 21 - HANES HOUSE
- 22 - MAGUIRE CENTER
- 23 - MARSHALL L. PETERS BLDG.
- 24 - RESEARCH PARK BLDG. NO. 1
- 25 - RESEARCH CLINIC
- 26 - SANDS BLDG. - MEDICAL SCIENCE 1-2
- 27 - PERSONNEL BUILDING
- 28 - RESEARCH PARK BLDG. NO. 1
- 29 - LIBRARY
- 30 - CHILD GUIDANCE CLINIC
- 31 - FRANK L. JONES BLDG. - BASIC CANCER RESEARCH
- 32 - CLINICAL PARENTH RESEARCH C.B. NO. 3
- 33 - ANIMAL QUANTIFICATION AND ISOLATION FACILITY (ALIF)
- 34 - DUKE HOSPITAL NORTH
- 35 - PARKWAY GARAGE NO. 2 (PROPOSED)
- 36 - PARKWAY GARAGE NO. 1
- 37 - PARKWAY LOT EXPANSION



DUKE UNIVERSITY MEDICAL CENTER

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DUKE University 1978 79

The School of Law
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79

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Calendar of the School of Law 1978-79

Fall Semester

1978

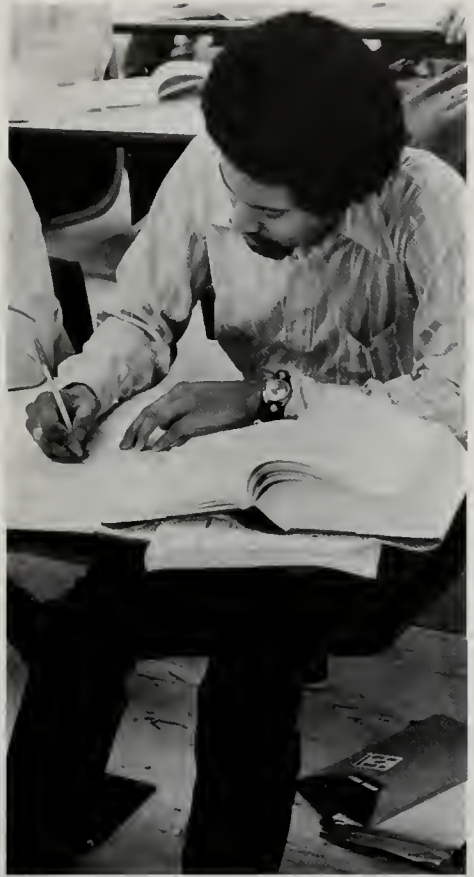
August	
20	Sunday, 7:30 P.M.—Meeting of first-year class
21	Monday, 8:30-12:30 P.M.—Registration for all students Monday, 8:00 A.M.—Classes begin for second- and third-year students Monday, 2:00 P.M.—Orientation for first-year students
22	Classes begin for first-year students
November	
22	Wednesday, 6:00 P.M.—Thanksgiving holidays begin
27	Monday, 8:00 A.M.—Classes resume
December	
2	Saturday, 6:00 P.M.—Classes end for second- and third-year students
6	Wednesday, 6:00 P.M.—Classes end for first-year students
7	Thursday, 9:00 A.M.—Fall semester examinations begin
19	Tuesday, 6:00 P.M.—Fall semester examinations end

Spring Semester

1979

January	
8	Monday, 8:00 A.M.—Spring semester classes begin
March	
10	Saturday, 6:00 P.M.—Spring vacation begins
19	Monday, 8:00 A.M.—Classes resume
April	
21	Saturday, 6:00 P.M.—Spring semester classes end
23	Monday, 9:00 A.M.—Spring semester examinations begin
May	
2	Wednesday, 6:00 P.M.—Spring semester examinations end
5	Saturday—Commencement exercises begin
6	Sunday—Commencement





University Administration

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*

A. Kenneth Pye, LL.M., *Chancellor*

Frederic N. Cleaveland, Ph.D., *Provost*

Charles B. Huestis, *Vice President for Business and Finance*

William G. Anlyan, M.D., D.Sc., *Vice President for Health Affairs*

J. David Ross, J.D., *Vice President for Institutional Advancement*

Eugene J. McDonald, LL.M., *Vice President for Government Relations and University Counsel*

Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*

J. Peyton Fuller, A.B., *Assistant Vice President and Corporate Controller*

Rufus H. Powell, LL.B., *Secretary of the University*

Harold W. Lewis, Ph.D., *Vice Provost and Dean of the Faculty*

John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*

John M. Fein, Ph.D., *Vice Provost and Dean of Trinity College of Arts and Sciences*

Ewald W. Busse, M.D., Sc.D., *Associate Provost and Dean of Medical and Allied Health Education*

Roscoe R. Robinson, M.D., *Associate Vice President for Health Affairs and Chief Executive Officer of Duke Hospital*

Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*

Anne Flowers, Ed.D., *Assistant Provost for Educational Program Development*

William J. Griffith, A.B., *Assistant Provost and Dean of Student Affairs*

William C. Turner, Jr., M.Div., *Assistant Provost and Dean of Black Affairs*

Richard L. Wells, Ph.D., *Assistant Provost and Associate Dean of Trinity College of Arts and Sciences*

Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of the Institute for Policy*

Sciences and Public Affairs

Connie R. Dunlap, A.M.L.S., *University Librarian*

William E. King, Ph.D., *University Archivist*

Clark R. Cahow, Ph.D., *University Registrar*

Robert N. Sawyer, Ed.D., *University Educational Planning Officer and Director of Summer Educational Programs*



Law Faculty

Marion W. Benfield, Jr., A.B., LL.B., LL.M., *Visiting Professor of Law*

A.B. 1953, University of North Carolina; LL.B. 1959, Wake Forest University; LL.B. 1965, University of Michigan. Assistant Director, Institute of Government, University of North Carolina, 1959-61; Private Practice, 1961-63; Assistant Professor of Law, University of Georgia, 1963-65; Associate Professor of Law, Case Western Reserve University, 1965-66, University of Illinois, 1966-68; Professor of Law, University of Illinois, since 1968; Visiting Professor of Law, University of Houston, 1976-77. Visiting Professor of Law, Duke University, 1978-79.



Donald H. Beskind, A.B., J.D., LL.M., *Assistant Professor of Law*

A.B. 1969, George Washington University; J.D. 1973, University of Connecticut; LL.M. 1977, Duke University. General Practice, 1973-75. Instructor in Law and John S. Bradway Fellow in Clinical Education, Duke University, 1975-77. Assistant Team Leader, National Institute for Trial Advocacy, 1976-78. Assistant Professor of Law and Codirector of Clinical Studies, Duke University, since 1977.





Anthony J. Bocchino, A.B., J.D., *Associate Professor of Law*

A.B. 1969, Bucknell University; J.D. 1972, University of Connecticut. Lecturer in Law and Codirector of Legal Clinic, University of Connecticut, 1972-73; Visiting Professor of Political Science, Clark University, spring, 1973; Visiting Professor of Law, University of North Carolina, summer, 1974, 1976, University of Tulsa, summer, 1978. Team Leader, National Institute for Trial Advocacy, 1976, 1977, 1978. Instructor in Law and Graduate Fellow in Clinical Education, Duke University, 1973-74; Assistant Professor of Law and Director of Clinical Studies, 1974-77; Associate Professor of Law and Director of Clinical Studies, since 1977.



Paul D. Carrington, B.A., LL.B., *Professor of Law and Dean*

B.A. 1952, University of Texas; LL.B. 1955, Harvard University. Teaching Fellow, Harvard University, 1957-58; Assistant Professor of Law, University of Wyoming, 1958-60, Indiana University, 1960-62; Associate Professor of Law, Ohio State University, 1962-64; Professor of Law, 1964-65; Professor of Law, University of Michigan, 1965-78. Professor of Law and Dean, Duke University, since 1978.



George C. Christie, A.B., J.D., S.J.D., *Diploma in International Law, Professor of Law*

A.B. 1955, J.D. 1957, Columbia University; S.J.D. 1966, Harvard University; Diploma in International Law, 1962, Cambridge University. General practice, 1958-60; Ford Fellow, Harvard Law School, 1960-61; Fulbright Scholar, Cambridge University, 1961-62; Associate Professor of Law, University of Minnesota, 1962-65, Professor of Law, 1965-66; Visiting Professor of Law, University of Michigan, summer, 1970, University of Florida, summer, 1974, University of Michigan, summer, 1977; Visiting Lecturer, University of North Carolina, 1977-78; Assistant General Counsel for the Near East and South Asia, Agency for International Development, 1966-67; Board of Editors, *American Journal of Legal History*, 1971-76; Member, American Law Institute. Professor of Law, Duke University, since 1967.

James D. Cox, J.D., LL.M., *Visiting Professor of Law*

J.D. 1969, University of California, Hastings College of Law, LL.M. 1971, Harvard University. Publications Editor, *Hastings Law Journal*. Attorney and Adviser, Office of General Counsel, Federal Trade Commission, Washington, D.C., 1969-70; Teaching Fellow, Boston University, 1970-71; Assistant Professor, University of San Francisco, 1971-74; Associate Professor, University of California, Hastings College of Law, 1974-75; Visiting Associate Professor, Stanford School of Law, 1976-77; Professor, University of California, Hastings College of Law, since 1977. Visiting Professor of Law, Duke University, spring 1979.



Walter E. Dellinger III, A.B., LL.B., *Professor of Law*

A.B. 1963, University of North Carolina; LL.B. 1966, Yale University. Associate Professor of Law, University of Mississippi, 1966-68; Law Clerk to Associate Justice Hugo L. Black, United States Supreme Court, 1968-69; Visiting Professor of Law, University of Southern California, 1973-74, University of Michigan, summer, 1977; Consultant and Draftsman, North Carolina Criminal Code Commission, since 1971. Associate Professor of Law, Duke University, 1969-72; Professor of Law, since 1972; Associate Dean, 1974-76; Acting Dean, 1976-78.



Deborah A. DeMott, B.A., J.D., *Associate Professor of Law*

B.A. 1970, Swarthmore College; J.D. 1973, New York University; Articles and Book Review Editor, *New York University Law Review*. Law Clerk to the Honorable Arnold Bauman, Southern District of New York, 1973-74; General Practice, 1974-75. Assistant Professor of Law, Duke University, 1975-1978; Visiting Assistant Professor of Law, University of Texas, 1977-78; Associate Professor of Law, Duke University, since 1978.





Robinson Oscar Everett, A.B., LL.B., *Professor of Law*

A.B. 1947, LL.B. 1950, Harvard University. Assistant Professor of Law, Duke University, 1950–51; Military Service, Legal Officer in Air Force, 1951–53; Commissioner of the U.S. Court of Military Appeals, 1953–55; General Practice, since 1955; U.S. Senate Subcommittee on Constitutional Rights of the Committee on the Judiciary, Counsel, 1961–64, Consultant, 1964–66; Commissioner on Uniform Laws, 1962–73, 1977 to present; Member of American Law Institute, since 1966; Member of District Bar Council, since 1978. Visiting Associate Professor of Law, Duke University, 1956–61; Adjunct Professor of Law, 1961–66; Associate Editor, *Law and Contemporary Problems*, 1967–74; Professor of Law, since 1967.



Joel L. Fleishman, A.B., J.D., M.A., LL.M., *Professor of Law and Public Policy Sciences*

A.B. 1955, J.D. 1959, M.A. 1959, University of North Carolina at Chapel Hill; LL.M. 1960, Yale University. Assistant to the Director, Walter E. Meyer Research Institute of Law, 1960–61, Yale Law School; Legal Assistant to the Governor of North Carolina, 1961–65; Director, 1965–67, Yale Summer High School; Associate Provost for Urban Studies and Programs, Yale University, 1967–71; Associate Chairman, Center for the Study of the City and Associate Director for Program Development, Institute of Social Science, Yale University, 1969–71. Professor of Law and Policy Sciences, Director, Institute of Policy Sciences and Public Affairs, and Vice Chancellor for Education and Research in Public Policy, Duke University, since 1971. On leave, spring, 1978, fall, 1978. Professor of Law and Public Policy Sciences, spring, 1979.

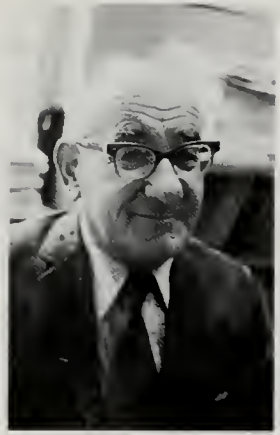


Charles Frankel, A.B., Ph.D., LL.D., *Adjunct Professor of Law*

A.B. 1937, Ph.D. 1946, Columbia University, LL.D. 1968, Mercer University. Graduate Fellow, Cornell University, 1937–38; Graduate Fellow, Columbia University, 1938–39; Assistant Professor of Law, Columbia University, 1947–50, Associate Professor of Law, 1950–56, Professor of Law, 1956–62; U.S. Assistant Secretary of State for Educational and Cultural Affairs, 1965–67; Professor of Law, Columbia University, 1968–70; Old Dominion Professor of Philosophy and Public Affairs, Columbia University, since 1970. Adjunct Professor of Law, Duke University, 1978–79.

Kazimierz Grzybowski, M.L.L., D.L.L., S.J.D., *Professor of Law and Political Science*

M.L.L. 1931, Doctor of Law and Political Science, 1934, University of Lwow; S.J.D. 1933, Harvard University. Associate Professor, School of Law and Graduate School of Diplomacy, University of Lwow, 1936–39; Judge of the District Court of Lwow; Military Service, 1939–48; Editor, Law Library, Library of Congress, Washington, D.C., 1951–60; Consultant, Social Science Division, Rand Corporation, Santa Monica, California, 1960–62; Visiting Professor, Michigan Law School, 1961–62; Visiting Professor, Yale Law School, 1962–63; Visiting Professor, Leiden University, Leiden, The Netherlands, 1963–64; Visiting Professor, Strasbourg University, Strasbourg, France, 1967. Professor of Law and Senior Research Associate, Rule of Law Research Center, Duke University Law School, since 1964. On leave, spring, 1978.



Clark C. Havighurst, A.B., J.D., *Professor of Law*

A.B. 1955, Princeton University; J.D. 1958, Northwestern University. Military Service, 1958–60; Research Associate, Small Business Studies, Duke University, 1960–61; general practice, 1961–64; Visiting Associate Professor of Law, Stanford University, spring, 1968; Visiting Professor of Law, Northwestern University, spring 1970; Editor, *Law and Contemporary Problems*, 1965–70; Scholar in Residence, Institute of Medicine (National Academy of Sciences), 1972–73; World Health Organization Fellow, summer, 1976; Adjunct Scholar, American Enterprise Institute for Public Policy Research; Director, Program on Legal Issues in Health Care, since 1969. Associate Professor of Law, Duke University, 1964–68; Professor of Law, since 1968. On leave, 1978–79.



Philip C. Kissam, LL.B., *Visiting Professor of Law*

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B.S. 1960, LL.B. 1964, University of Illinois. Production Coordinator, Television-Motion Picture Department, University of Illinois, 1959-61; General Counsel, Mass Media Task Force, National Commission on the Causes and Prevention of Violence, 1968-69; Private Practice, 1964-71; Visiting Associate Professor of Law, Northwestern University School of Law, summer, 1972. Visiting Professor of Law, University of Michigan, summer, 1978. Editor, *Law and Contemporary Problems*, since 1976. Associate Professor of Law, Duke University, 1971-74; Professor of Law and Professor of Law and Public Policy Sciences, since 1974; Chairman of the Center for the Study of Communications Policy, 1974-76. Member, Governing Committee, American Bar Association Forum on the Entertainment Industry.



Arthur Larson, A.B., M.A., B.C.L., J.D., D.C.L., LL.D., L.H.D., *James B. Duke Professor of Law and Director of Rule of Law Research Center*

A.B. 1931, LL.D. 1953, Augustana College; M.A. (Juris), 1938, B.C.L. 1957, D.C.L. 1957, Oxford University; Fellow of Pembroke College, Oxford. General practice, 1935-39; Assistant Professor of Law, University of Tennessee, 1939-41; Division Counsel, Office of Price Administration, 1941-44; Chief, Scandinavian Branch, Foreign Economic Administration, 1944-45; Associate Professor, Cornell Law School, 1945-48, Professor of Law, 1948-53; Fulbright Fellow, London School of Economics, 1952; Dean, University of Pittsburgh Law School, 1953-54; Knapp Professor of Law, University of Wisconsin School of Law, 1958; Undersecretary of Labor, 1954-56; Director, U.S. Information Agency, 1956-57; Special Assistant to the President, 1957-58; Special Consultant to the President, 1958-61; Consultant to the President on Foreign Affairs, 1964-68; Consultant to the State Department on International Organizations, 1963-69. Professor of Law and Director of Rule of Law Research Center, Duke University, since 1958; James B. Duke Professor of Law, since 1975.



Betsy Levin, A.B., LL.B., *Professor of Law*

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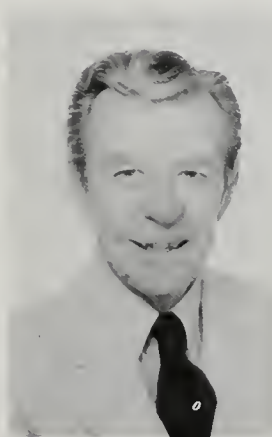
Susan H. Lewis, A.B., J.D., Adjunct Professor of Law

A.B. 1967, Randolph-Macon Woman's College; J.D. 1970, University of Texas; Order of the Coif; Comment Editor, *Texas Law Review*. Law Clerk to the Honorable H. Thornberry, U.S. Court of Appeals for the Fifth Circuit, 1970-71; General Practice, 1971-74; Visiting Professor of Law, University of Texas, summer, 1974; Assistant Professor of Law, University of North Carolina, since 1974. Visiting Assistant Professor of Law, Duke University, spring, 1976, fall, 1977; fall, 1978; Adjunct Professor of Law, Duke University, spring, 1979.



Charles H. Livengood, Jr., A.B., J.D., Professor of Law

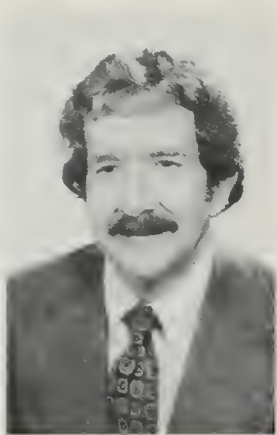
A.B. 1931, Duke University; J.D. 1934, Harvard University. General practice, 1934-40, 1945-48; Regional Attorney for the Seventh Region, Wage and Hour Division, U.S. Department of Labor, 1940-41; Chief of the Wage-Hour Section, Office of the Solicitor of Labor, 1941-42; Visiting Professor of Law, University of North Carolina, 1967-68, summer, 1948, George Washington University, summer, 1949, 1956; Fulbright Lecturer, University of Sydney, Australia, 1958-59; Member, American Law Institute, since 1947; Consultant, U.S. Senate Subcommittee on Labor-Management Relations, 1950; Associate Editor, *Journal of Legal Education*, 1951-52; Public Member, Wage Stabilization Board, Region III, 1952-53; Member, National Academy of Arbitrators, since 1953; Member, North Carolina General Statutes Commission, since 1966, Chairman, since 1970; Secretary, Section of Labor Relations Law, American Bar Association, 1967-68. Lecturer in Law, Duke University, 1946-48; Associate Professor of Law, 1948-51; Professor of Law, since 1951.



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William P. Pinna, B.S., J.D., *Adjunct Professor of Law*

B.S. 1966, De Paul University, J.D. 1968, Duke University School of Law. Private Practice in Public Accounting with Arthur Andersen, 1964-68; Private Practice, 1968; Professor of Accounting and Taxation, North Carolina State University, since 1968; Outstanding Teacher, North Carolina State University, 1969-70, 1975-76. Adjunct Professor of Law, Duke University, spring, 1979.



E. K. Powe, A.B., J.D., *Adjunct Professor of Law*

A.B. 1948, J.D. 1950, University of North Carolina. Military Service, 1942-46; Representative, North Carolina General Assembly, 1955-57; Member, North Carolina General Statutes Commission, 1956-60; Member, the Fourteenth Judicial District Bar, President, 1969-70; Member, the North Carolina and American Bar Associations; Member, North Carolina State Bar, Councilor, since 1970; Member, American Judicature Society. Adjunct Professor of Law, Duke University, since 1972.



Walter F. Pratt, B.A., D.Phil., J.D., *Assistant Professor of Law*

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M. Kathleen Price, B.A., M.S., J.D., *Associate Professor of Law and Law Librarian*

B.A. 1963, University of Florida; M.S. (Library Science) 1967, Florida State University; J.D. 1973, University of Illinois; Book Review Editor, *University of Illinois Law Forum*. Assistant Law Librarian, University of Alabama School of Law Library, 1967-70; Assistant Law Librarian, University of Illinois College of Law Library, 1970-73; Head, Reference and Documents Department, Instructor in Legal Bibliography, Graduate Library School, University of Illinois, 1970-73; Editor, *University of Illinois Law Library Bibliographies and Research Aids*, 1970-73; General Practice, 1973-75. Associate Professor of Law and Law Librarian, Duke University, since 1975.



A. Kenneth Pye, B.A., J.D., LL.M., *Chancellor of Duke University and Professor of Law*

B.A. 1951, University of Buffalo; J.D. 1953, LL.M. 1955, Georgetown University. Military Service, 1953-55; Professor of Law, Georgetown University, 1955-66, Associate Dean, 1961-66; Visiting Professor of Law, Johann Wolfgang Goethe University, Germany, summer, 1959, Duke University, spring, 1965, University of North Carolina, spring, 1968, Banaras Hindu University, India, 1966-67, Loyola University, Los Angeles, summer, 1972, Monash University, Australia, fall, 1974; Program Specialist in Legal Education, the Ford Foundation (India), 1966-67; Associate Director, Association of American Law Schools Orientation Program in American Law, summer, 1965, Director, 1967-68; President, Association of American Law Schools, 1977. Professor of Law, Duke University since 1966; Dean, School of Law, 1968-70, 1973-76; University Counsel, 1971-74; Chancellor of Duke University, 1970-71, 1976-present.

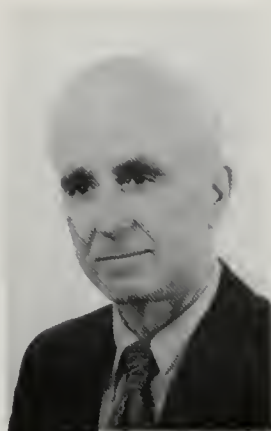


William Arneill Reppy, Jr., A.B., J.D., *Professor of Law*

A.B. 1963, J.D. 1966, Stanford University. Law Clerk, the Honorable Raymond E. Peters, Supreme Court of California, 1966-67; Law Clerk to Associate Justice William O. Douglas, United States Supreme Court, 1967-68; Private Practice, 1968-71; Visiting Assistant Professor of Law, University of Michigan, summer, 1973; Visiting Professor of Law, Hastings College of Law, summer, 1976; Visiting Professor of Law, University of California, Berkeley School of Law, 1976-77. Assistant Professor of Law, Duke University, 1971-73; Associate Professor of Law, 1973-76; Professor of Law, since 1976.

Horace B. Robertson, Jr., B.S., J.D., M.S., *Professor of Law*

B.S. 1945, U.S. Naval Academy; J.D. 1953, Georgetown University; M.S. 1968, George Washington University. Editor-in-Chief, *Georgetown Law Journal*, 1952-53. Active duty, U.S. Navy, 1945-76; Judge Advocate, U.S. Navy, 1954-76; Member, U.S. Delegation to U.N. Law of the Sea Conference, 1958; Special Counsel to the Secretary of the Navy, 1964-67; Special Counsel to the Chief of Naval Operations, 1970-72; Deputy Judge Advocate General of the Navy, 1972-75; Member, U.S. Delegation to the U.N. Seabeds Committee's Sixth Preparatory Session for the Third U.N. Conference on the Law of the Sea, 1973; Judge Advocate General of the Navy, 1975-76. Visiting Professor of Law, Duke University, 1976-77; Professor of Law, since 1977.



Thomas D. Rowe, Jr., B.A., B.Phil., J.D., *Associate Professor of Law*

B.A. 1964, Yale University; B.Phil. 1967, Oxford University; J.D. 1970, Harvard University; Note and Supreme Court Note Editor, *Harvard Law Review*. Law Clerk to Associate Justice Potter Stewart, United States Supreme Court, 1970-71; Assistant Counsel, U.S. Senate Subcommittee on Administrative Practice and Procedure, 1971-73; General Practice, 1973-75; Member, American Law Institute. Associate Professor of Law, Duke University, since 1975.



Cynia B. Shimm, A.B., M.D., *Visiting Assistant Clinical Professor of Psychiatry*

A.B. 1946, Cornell University; M.D. 1950, Yale University. Diplomate, American Board of Psychiatry and Neurology (Psychiatry); Graduate, University of North Carolina-Duke University Psychoanalytic Training Program; Private Practice of Psychiatry, since 1968; Assistant Instructor, University of North Carolina-Duke University Psychoanalytic Institute, 1971-75. Chairman, Department of Psychiatry, Durham County General Hospital, 1976-present. Assistant Clinical Professor of Psychiatry, Duke Medical Center and Visiting Assistant Clinical Professor of Psychiatry, Duke School of Law, since 1974.





Melvin G. Shimm, A.B., LL.B., *Professor of Law, American Editor, Journal of Business Law, Faculty Adviser, Duke Law Journal, and Legal Research Program*

A.B. 1947, Columbia University; LL.B. 1950, Yale University. Second Lieutenant FA (AUS), 1943-46; General Practice, 1950-51; Counsel, Wage Stabilization Board, 1951-52; Bigelow Fellow, University of Chicago Law School, 1952-53; Editor, *Law and Contemporary Problems*, 1955-61, 1974-76; Editor, *Journal of Legal Education*, 1955-63; American Editor, *Journal of Business Law*, 1955-61; Visiting Associate Professor of Law, New York University, summer, 1957; Visiting Professor of Law, University of Southern California, summer, 1965, University of North Carolina, spring 1970, University of Michigan, spring, 1973, University of Texas, summer, 1976; Faculty Member, Association of American Law Schools Orientation Program in American Law, summer, 1966, Director, 1968-70; Senior Legal Consultant, the Brookings Institution, 1965-68. Assistant Professor of Law, Duke University, 1953-56; Associate Professor of Law, 1956-59; Professor of Law, since 1959.



Bertel M. Sparks, B.S., LL.B., LL.M., S.J.D., *Professor of Law*

B.S. 1938, Eastern Kentucky University; LL.B. 1948, University of Kentucky; LL.M. 1949, S.J.D. 1955, University of Michigan. Special Agent, U.S. Army Counterintelligence Corps, 1941-45; Instructor in Law, New York University, 1949-50, Assistant Professor of Law, 1950-52, Associate Professor of Law, 1952-54, Professor of Law, 1954-67. Visiting Professor of Law, University of Michigan, summer, 1956, University of Kentucky, summer, 1957. Visiting Professor of Law, Duke University, 1966-67; Professor of Law, since 1967.



Theodore J. St. Antoine, A.B., J.D., *Visiting Professor of Law*

A.B. 1951, Fordham College; J.D. 1954, University of Michigan; Editor-in-Chief, *Michigan Law Review*. Fulbright Scholar, University of London, 1957-58; Private Practice, 1954, 1958-65; Associate Professor of Law, University of Michigan, 1965-69; Professor of Law, since 1969, Dean, since 1971. Visiting Professor of Law, Duke University, 1978-79.

William W. Van Alstyne, B.A., J.D., LL.D., *William R. Perkins Professor of Law*

B.A. 1955, University of Southern California; J.D. 1958, Stanford University; Certificate, 1961, Hague Academy of International Law; LL.D. (Hon.) 1976, Wake Forest University. California Department of Justice, 1958; U.S. Department of Justice, 1958-59; Assistant Professor, Ohio State University College of Law, 1959-61, Associate Professor, 1961-64, Professor, 1964-65; Visiting Associate Professor of Law, Duke University, spring, 1964, University of California at Los Angeles, summer, 1964; Senior Fellow, Yale Law School, 1964-65; Visiting Professor of Law, University of Mississippi, summer, 1968, Stanford University, spring, 1969, University of Denver Law Center, summer, 1969, University of Pennsylvania, spring, 1973, University of Illinois, summer, 1977, College of William & Mary, fall, 1977. Professor of Law, Duke University, 1965-73; William R. Perkins Professor of Law, since 1973.



John C. Weistart, A.B., J.D., *Professor of Law*

A.B. 1965, Illinois Wesleyan University; J.D. 1968, Duke University; Editor-in-Chief, *Duke Law Journal*, 1968; Order of the Coif. Law Clerk to Justice Walter V. Schaefer, Supreme Court of Illinois, 1968-69; Editor, *Law and Contemporary Problems*, 1970-73; American Developments Editor, *Journal of Business Law* (London), 1969-73; Visiting Professor of Law, University of California at Los Angeles, spring, 1974. Associate Professor of Law, Duke University, 1972-73; Professor of Law, since 1973. Visiting Professor of Law, University of Virginia, fall, 1978, Harvard University, spring, 1979.



Emeriti

John S. Bradway, A.B., A.M., LL.B., LL.D., *Professor Emeritus of Law*

A.B. 1911, A.M. 1915, LL.D. 1957, Haverford College; LL.B. 1914, University of Pennsylvania. General Practice, 1914–29; Legal Aid Society of Philadelphia, 1914–20; Chief Counsel, Philadelphia Legal Aid Bureau, 1920–22; Secretary, National Association of Legal Aid Organizations, 1923–40, President, 1940–42; Visiting Professor of Law and Director of the Legal Aid Clinic, University of Southern California, summer, 1928; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929–31; Vice President, North Carolina Bar Association, 1945–46; Visiting Professor, University of North Carolina School of Social Work, 1949–59. Professor of Law and Director of the Legal Aid Clinic, Duke University, 1931–59, Professor Emeritus of Law, since 1959.

Edwin C. Bryson, LL.B., *Professor Emeritus of Law*

University of North Carolina, 1922–25; Duke University, 1932–33; LL.B. 1937, University of Oregon. General Practice, 1927–30. Assistant to Duke University Legal Aid Clinic, 1931–47. Duke University Counsel, 1945–71; Associate Professor of Law, 1947–54; Professor of Law, 1954–71, Professor Emeritus of Law, since 1971.

Elvin R. Latty, B.S., J.D., J.Sc.D., *William R. Perkins Professor of Law Emeritus and Dean Emeritus*

B.S. 1923, Bowdoin College; J.D. 1930, University of Michigan; J.Sc.D. 1936, Columbia University. Instructor in Romance Languages, University of Vermont, 1923–27; General Practice, 1930–33; Special Fellow, Columbia University, 1933–34; Associate Professor of Law, University of Kansas, 1934–35; Professor of Law, University of Missouri, 1935–37; Visiting Professor of Law, George Washington University, summer, 1937, Stanford University, summer, 1938, University of North Carolina, summer, 1942, 1947, 1949, 1956, University of Texas, summer, 1951, University of Puerto Rico, spring, 1968, University of Florida, summer, 1970; Fulbright Lecturer, University of Pavia, Italy, 1954; Special Assistant to the American Ambassador, Caracas, 1942–43; Acting Assistant Chief, Foreign Funds Control Division, United States Department of State, 1943. Professor of Law, Duke University, since 1937; Dean, School of Law, 1958–66; William R. Perkins Professor of Law Emeritus and Dean Emeritus, since 1973.



Law Staff

Law Library Staff

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Brent R. Taylor, *Graduate Fellow in Clinical Education*

Publications

Law and Contemporary Problems

David L. Lange, *General Editor*
David Velleman, *Senior Editorial Assistant*



General Information



History

Union Institute, founded in 1838, later became Trinity College, which in turn formed the nucleus around which Duke University developed. The teaching of law as part of a liberal education began at Duke in 1850 and as part of a professional education in 1868 with the establishment of the Department of Law of Trinity College.

The School of Law of Trinity College was founded in 1904. Samuel Fox Mordecai organized the School and was its dean until his death in 1927. The establishment of the School of Law set a new standard in southern legal education. Duke was the first southern law school to require college work as preliminary to the study of law. The case method was used as the basis of instruction and the completion of three years of resident study was required for the LL.B. degree.

In 1924, James B. Duke established the Duke Endowment, and Duke University came into being. The ideas of the founder with reference to the University and its education of lawyers were expressed in the Indenture establishing the Duke Endowment:

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty men of such outstanding character, ability and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind . . .

During its early years the Law School expanded from 25 students and 3 professors in 1924–25 to 55 students and 5 professors in 1929–30. During the 1930s, enrollment stabilized at about 100 students with 13 faculty members until 1941 when World War II caused a dramatic drop.

During the 1930s, the Duke Law School was reorganized and the curriculum and professional activities were broadened. Its objectives, the nature of its curriculum and resources, and the quality and states of origin of its students and faculty distinguished it as a national law school.

Since World War II, the Law School has been characterized by a distinguished faculty, an outstanding student body, a broad curriculum, and excellent physical facilities.

Throughout its history the Law School has emphasized quality rather than quantity in its student body. Each fall it seeks a class of 150 to 170 students selected from over 2,500 applicants.

The Duke Law School is approved by the American Bar Association and is a member of the Association of American Law Schools.

Nature of the School

The nature and character of a school are determined by the people who compose it, their aims and methods, and the extent to which they achieve their objectives.

The Faculty. The members of the faculty are varied in outlook, in philosophy, and in political views. Their different backgrounds, ages, and range of experience serve to provide a balanced perspective and to ensure that the Law School will continue to develop as a dynamic yet stable institution.

The primary goal of the faculty is to educate students to become effective lawyers. Their common concern is to assist students to realize their potential not only as lawyers but as individuals and as useful citizens in a complex and changing society. The faculty seeks to make legal education at Duke a cooperative venture between students and professors. One of the traditions of the Law School is to foster rapport between faculty and students. The present student-faculty ratio at Duke is less than twenty to one, which is one of its greatest assets. The welfare of each student enrolled in the Law School is important to the faculty.

The Students. Students at Duke come from colleges and universities throughout the United States, creating a diverse student body with varied backgrounds and interests. They have achieved outstanding undergraduate records before beginning their study of law at Duke. Minority group students and women are especially encouraged to apply for admission.

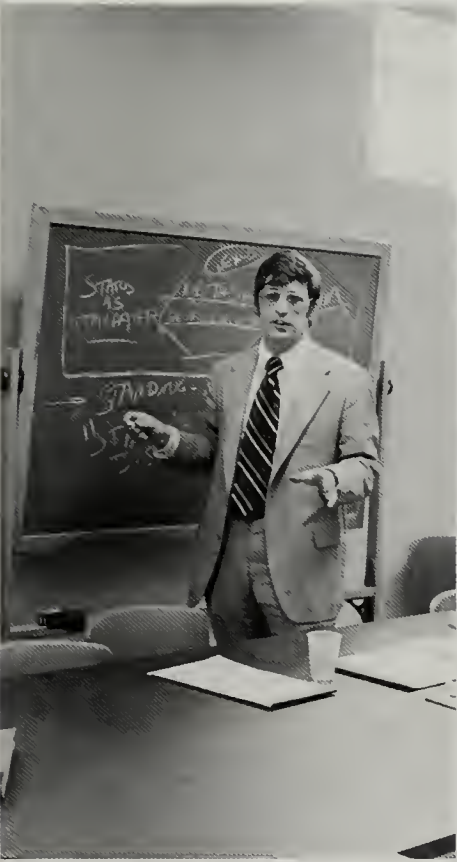
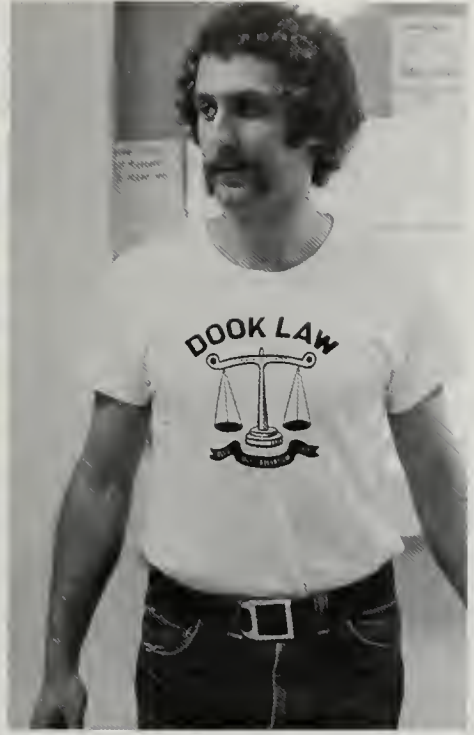
Purposes

The primary goals of the Duke Law School are instruction, research, and public service. The fundamental aims of the School set forth in the early 1900s are still relevant:

The Duke Law School strives to give such training in the fundamental principles of law as is necessary to a right and successful practice of the profession in the commonwealths of this nation; to awaken in young students of law faith in, and admiration for, the profession; to develop in them a lively sense of honor and justice; and to fit them in moral character for the delicate duties which belong to this ancient and noble profession.

The profession of law affords varied careers, and Duke Law School provides thorough preparation for specialization in any branch of the law. A number of Law School graduates have chosen to engage in private practice in firms of different sizes, in metropolitan centers, and small towns, representing clients—wealthy and poor, corporate and individual, public and private. Other graduates have selected public service careers, advising and representing governmental agencies at federal, state, and local levels. Other Duke Law School graduates have excelled in business, education, and other fields.

American law has expanded and changed at a rapid pace in this century and the rate of change will not diminish. Law careers in the future promise to be even more varied. As the national scene changes the Law School, too, will change in order to educate lawyers capable of structuring and implementing the legal institutions of the future.



Methods

A law school of the size of Duke is particularly well-adapted to the use of the case method, the teaching of actual and hypothetical cases by Socratic discussion between students and instructors. Most first-year courses and many courses for

upperclassmen are taught by this method. Other courses utilize problems, lectures, and discussion where appropriate.

Every student at Duke undertakes one course in the first year in a section in which approximately twenty-five students are enrolled. In this section the student has the opportunity of frequent recitation and discussion. Attached to each section is a research and writing component which enables a student to develop basic skills in legal research and writing under the supervision of a member of the faculty who has the responsibility of reading and commenting upon a series of written assignments.

The Law School seeks to have the student acquire knowledge and comprehension not only of legal doctrine, but of judicial process and of the social, economic, and political problems with which law and lawyers must deal. The method of instruction employed compels analysis of judicial opinions and inquiry into the nonlegal as well as the legal considerations which underlie them. In appropriate courses, special consideration is given to the work of legislative and administrative agencies of government. In recognition of the increasing importance of the role of the lawyer in representing private interests before government agencies and in government service, a broad program is offered in the public law field. Opportunity for creative student work is provided by seminar courses and supervised individual study and research. Courses and seminars dealing with consumer protection, race and sex discrimination, civil rights, criminal procedure, land use planning, and the environment bring the student into contact with major problems facing the country today.

A carefully integrated series of courses is designed to give students actual experience in the work of lawyers. Legal research and writing, and moot court work and procedure in the first year are followed in the second and third years by courses, seminars, and cocurricular activities emphasizing trial techniques, legal planning and drafting, professional responsibility, and the development of varied skills and approaches. A student bar association affords a means whereby the student may become acquainted with the professional organizations through which a lawyer may and should contribute to the well-being of the profession.

In litigation related courses, use is made of simulation and gaming pedagogy. These methods have the advantage of compressing real life litigation situations in time and space, so as to communicate the substance and procedures of a law suit that may in actuality occur over several years within a semester course. In addition, substantial use is made of role playing as a device for communicating litigation skills. Only when acting out the roles of attorneys in varying situations can a student effectively understand the necessary skills development for litigation practice.

Resources for Study

The Law Building. The present Law School building was completed and occupied in September 1962. Located near the neo-Gothic center of the West Campus, the building is of modified Georgian architecture. It reflects a notable characteristic of the School—a high ratio of facilities to students admitted. Despite long-range plans to keep the student body moderate in size, the general spaciousness, number of classrooms and seminar rooms, seating capacity in the library reading room, library stack spaces, student carrels, student lockers, student lounge areas, faculty offices, quarters for legal publications, special quarters for institutional studies, and the courtroom are of proportions ordinarily associated with a far larger student body. The building consists of a classroom wing and a library and administrative wing, with faculty offices and student activities in both areas.

Law Library. Students who decide to study and practice law should be aware that many working hours throughout their careers will be spent in law libraries. There they will study and research relevant points of law, write briefs and memoranda, draft pleadings and documents, prepare legal arguments, and do much of their professional thinking.

Modern legal research is a formidable task requiring knowledge of legal literature and skill in its application. It is for this reason that law libraries perform such an important function in the process of legal education. In addition to being repositories of legal materials, they are the testing grounds for the intensive and highly competitive education of law students.

The Law Library of Duke University is designed for the express purpose of lending optimum support to the advancement of an outstanding legal education. Through a careful application of its many facilities, including one of the largest collections of legal materials in the United States, the library encourages every student to make full use of its resources for study requirements as well as independent research.

The efforts of the Law Library to provide maximum service are reflected in the long hours of daily operation, accessible stack areas, a continuous reference service, and maintenance of an excellent reserve collection. Space within the library is sufficient to accommodate the entire student body at one time.

During the last fifty years, the Law Library collection has grown from less than 4,000 to approximately 235,000 volumes, in addition to large numbers of pamphlets, documents, and microforms. LEXIS, the computerized legal research system, is available for student use.

The main core of the collection consists of substantially all reported decisions of the federal, state, and territorial courts of the United States and the courts of Great Britain and other Commonwealth countries. It includes also the constitutions, codes, statutes, and subsidiary legislative publications of all of these jurisdictions, as well as many digests, indices, bibliographies, and other tools for effective research into every legal system in the English language. A large section of the library collection is devoted to treatises on all phases of law and legal science, supplemented by works in the fields of history, economics, government, and other social and behavioral sciences relevant to legal research. There are special collections in foreign law, international law, and international business law. Selected documents and pamphlet materials are kept on file. The library maintains complete subscriptions to most current legal periodicals of general interest printed in the English language, many nonlegal periodicals, and many major legal periodicals published in foreign languages.

The Law Library is supplemented by the Perkins Library with its general collection of over two million volumes, including works on law and related subjects, and its special collection of domestic and international documents.

The Law Library is an autonomous unit of the University library system; the administrators are directly responsible to the dean of the Law School. It is staffed by the law librarian, a member of the faculty, who is assisted by a staff of specialists.

The Rule of Law Research Center. In the fall of 1958, the Duke Law School established its Rule of Law Research Center with Professor Arthur Larson as its director.

The principal activity of the center during the sixties was research and publication on questions of law and international organization bearing on security, peace, disarmament, and world order. More recently, its efforts have also concentrated on race relations, population problems, and employment discrimination.



Facilities for the Handicapped. Duke Law School has anticipated many difficulties which might impede the work of otherwise qualified handicapped law students. Special parking spaces immediately in front of the Law School can be arranged. Inside and outside ramps have been constructed to facilitate access by students in wheelchairs. In addition, there is an elevator in the building. Blind students are guided between classes by voluntary student guides. Similar provisions will be made as necessary for other handicapped students admitted to the Law School.

Publications

Law and Contemporary Problems. For forty-five years the Law School has published the faculty-edited quarterly, *Law and Contemporary Problems*. The journal is distinctive among professional legal publications in both its format and content. Each issue is devoted to a symposium on a particular topic of contemporary interest. These topics are approached from an interdisciplinary perspective with contributions by lawyers, economists, social scientists, scholars in other disciplines, and public officials. Recent symposia have dealt with such diverse topics as children and the law, federal taxation and charitable organizations, the American Indian and the law, and presidential power. In the near future, symposia will be devoted to such topics as criminal process in the seventies, valuing lives, reweaving the corporate veil, and growth policy.

The quarterly, currently under the editorial direction of an interdisciplinary faculty advisory committee, is widely distributed, and its subscribers include general university libraries, governmental agencies, and foreign educational institutions, as well as the more traditional law libraries and law firms. Through arrangements with commercial publishers, selected issues of the journal are reprinted for general book trade distribution. Students at the Law School are employed as editorial assistants.

Duke Law Journal. The *Duke Law Journal* is a student-edited publication printed six times a year. It contains about 1,300 pages, one half of which are



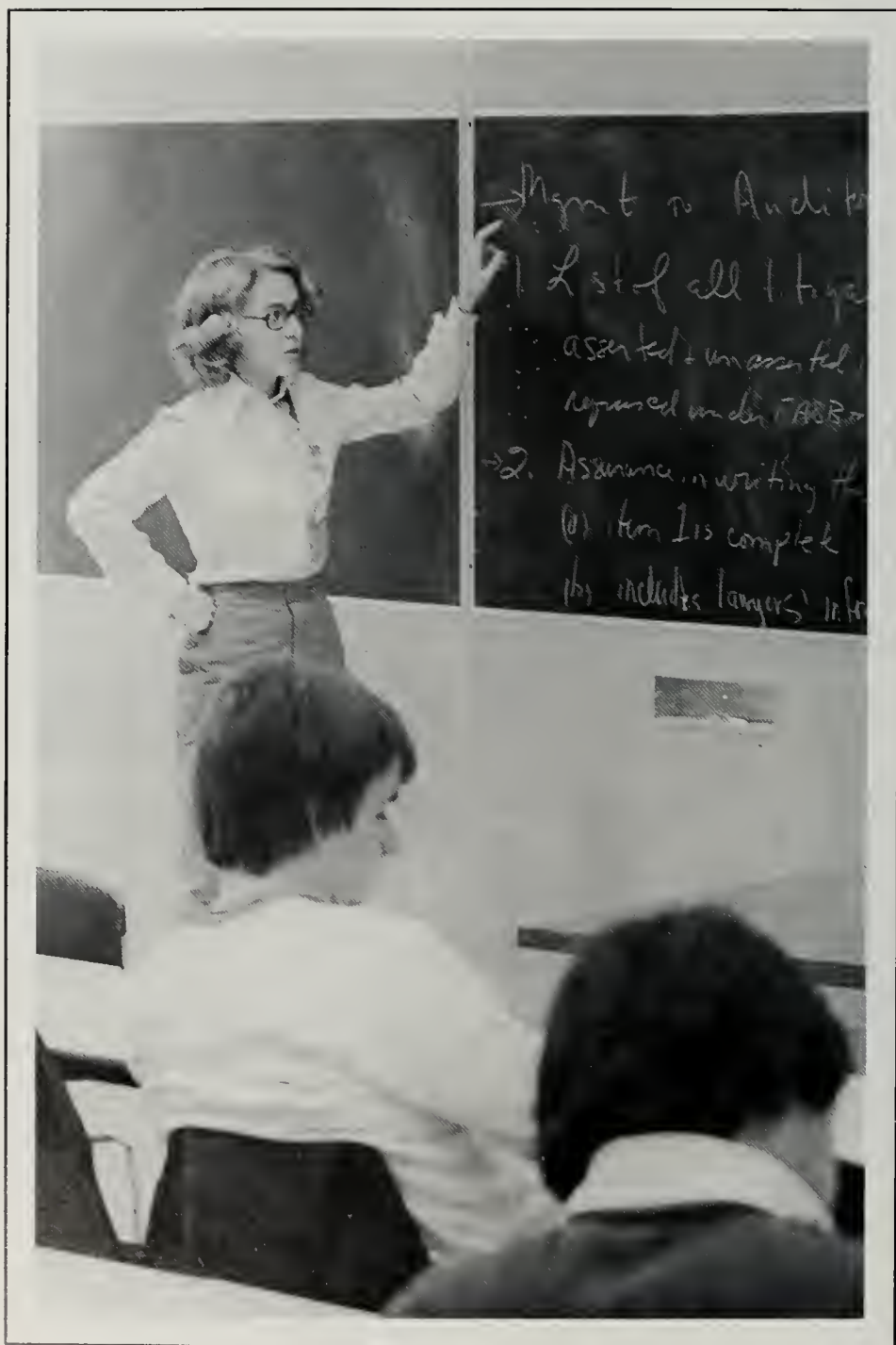
written by members of the *Journal*. The rest of the articles are submitted by practicing attorneys, professors, and judges. All material is edited by an executive committee of ten student editors who are members of the third-year class.

Second- and third-year law students are eligible to join the *Journal*, and membership on the staff is by invitation. About 60 percent of the staff members are invited to join because of their academic performances during the first year of law school. The other members of the staff are selected on the basis of their demonstrated ability to write about legal topics. The students can participate in the Contributor Program writing competition or in the Voluntary Writing Program to demonstrate their writing skills. After one year, staff members become members of the editorial board.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of age, race, color, national and ethnic origin, sex, or handicap, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. Inquiries concerning the University's responsibility may be directed to the director of equal opportunity.

Program Information



Juris Doctor Degree

Upon favorable recommendation of the faculty, the degree of Juris Doctor (J.D.) will be conferred upon students who have successfully completed six semesters of law study in residence at Duke. Two semesters of law study undertaken at another accredited American law school may be counted toward the required total if the final two semesters (exclusive of a summer session) and a minimum of fifty-four semester hours of law study are undertaken at Duke. Students are not permitted to accelerate graduation by attending summer school.

Students shall be deemed to have successfully completed six semesters of law study if, during a minimum of ninety academic weeks, they have completed the following requirements:

1. a passing grade in courses aggregating eighty-four semester hours;
2. a grade not requiring repetition in every required course; and
3. a grade point average of at least 1.80 on a 4.0 scale and be in good standing under the rules defining probationary status (see section on Eligibility to Continue Law Study).

Bachelor of Laws Degree

Upon favorable recommendation of the faculty, the degree of Bachelor of Laws (LL.B.) will be conferred upon students who have successfully completed all of the requirements listed above as necessary for the Juris Doctor degree but who do not possess a baccalaureate degree prior to completion of the program of study for the Juris Doctor degree.

Joint Degrees

The M.D.-J.D. Program. The School of Medicine and the School of Law of Duke University jointly sponsor a program of combined medical and legal education. The program provides an opportunity to acquire a full basic study of the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and J.D. degrees.

The Duke M.D.-J.D. program seeks to develop a professional who is well-grounded both in law and medicine and who can function in areas of overlap between the two disciplines. Although the traditional meeting ground between law and medicine has been in the courtroom in connection with personal injury

and malpractice litigation, entirely new areas of medical-legal interaction have developed in recent years. The program emphasizes legislative and regulatory developments concerning the practice of medicine, the role of law in structuring health care delivery systems, and in defining the rights and responsibilities of the participants.

Specific matters which M.D.-J.D. graduates might address include rehabilitative problems in criminal law, the "right to treatment" of persons involuntarily hospitalized for mental disorders, developments in the regulation of the medical and allied health professions, governmental financing of health care, cost-containment measures, reform of the malpractice system, regulation of the drug industry, changing attitudes on abortion, human experimentation, artificial organs and transplants, and genetic manipulation. These and other areas are undergoing development in which new legal insights must be provided.

It is considered likely that most program graduates will take a medical internship before electing a career role as either a physician or a lawyer, using the alternate professional training as a useful adjunct in the specialty selected.

The program reflects the belief that promising career opportunities will be available to graduates, especially in governmental agencies and in universities. Students interested in this program should be cautioned that in the past the possession of the two degrees has not been an automatic key to professional success, and that as a result many knowledgeable persons may regard the M.D.-J.D. graduate with skepticism. Nevertheless, the need for this dual profession has only recently made itself clearly felt, and the kind of integrated study program being offered, with the emphases noted above, has not been available. The merits of the program and prospects of its graduates must be judged in light of these developments.

A student in the M.D.-J.D. program begins a six-year course of study in the School of Medicine. As in the regular M.D. program, the first year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student usually enters the School of Law, where the first-year curriculum is the same as that of other law students. During the next two years the student may select courses in the Law School which are of special application to medical-legal interests. The sixth and final year is spent in elective clinical work in the Medical School tailored to the student's specialized needs. In addition, the student completes eighteen semester hours, or two summer sessions, of elective basic science work.

Throughout the six-year program the student will have available the counsel of faculty members of the two schools to help in the selection of courses and in the definition of career objectives.

The regular loan and scholarship resources of the respective professional schools are available to students while they are enrolled. The program is of such a nature that students might find it possible to obtain support from special sources for their education in this field. The University will assist in seeking out such funds and will support students in their applications. At the present time, no special financial aid is available to the students enrolled in the M.D.-J.D. program.

Combined Master of Business Administration-Law Degree. The School of Law and the Graduate School of Business Administration of Duke University have established a combined program of studies in law and graduate level business administration. The aim of the program is to provide a small number of selected individuals with the opportunity to acquire an education in both law and business administration in a four-year course of closely integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.B.A. and the J.D. degrees.

The student in the M.B.A.-J.D. program will begin the first-year course of study in either the Graduate School of Business or the School of Law. If the student begins in the Law School, the first-year curriculum will be the same as that of other law students; if he or she begins in the Graduate School of Business Administration, the first-year curriculum will be the same as that of other graduate business students. The student's second year will consist of taking the full first-year program of the other school. In the third and fourth years of the program the student will take a mix of courses in the two schools. Throughout the four-year program, the student will have available the counsel of faculty members of the two schools to aid in the selection of courses and the definition of career objectives.

Master of Arts in Public Policy Sciences-Law Degree. The joint degree program in law and public policy sciences provides an opportunity for students to acquire decision-making skills and substantive policy knowledge which would be useful in either career or citizen roles dealing with problems of the public sector. The combined program requires four academic years and one internship summer to complete, of which the first academic year is spent exclusively in the Law School, the second exclusively in the Institute of Policy Sciences, and the third and fourth years mainly in the Law School, but with one public policy sciences course each semester.

To succeed in the program, a student must have quantitative skills to analyze public policy problems. No specific background is required, although students who have taken calculus, advanced statistics courses, and advanced economics courses will have a considerable advantage.

In addition to the required methods and theory courses, a joint degree candidate must select a substantive policy area in which to concentrate. Among the fields in which concentrations are available at the present time are the following: the administration of justice, communications policy, health policy, and educational policy. Other concentrations are also possible. Course descriptions appear in the chapter on Curriculum.

Combined Master of Health Administration-Law Degree. The growing importance of law as a major factor in both development of health policy and administration of health services has attracted increased attention to familiarizing administrators with law and legal processes. To prepare those persons who have an especially strong interest in health as well as law, this program provides integrated training in both health administration and law. A student will complete the first three semesters (twelve months) of the basic M.H.A. program, followed by the first year of law school. During the third and fourth years, the candidate will complete the law school curriculum, including two electives approved by the department and ten hours of M.H.A. course work. In the law school curriculum the student will be encouraged to emphasize courses relating to public law and administration. Opportunities for special activities in health law will be made available to the student by the department over the course of the program.

The usual length of this program is four years and upon satisfactory completion of all requirements, both degrees are awarded to the candidate.

Graduate Study in Law

The law faculty has the authority to recommend that the University confer three separate graduate degrees: the degree of Master of Laws (LL.M.), the degree of Master of Comparative Law (M.C.L.), and the degree of Doctor of Juridical Science (S.J.D.). The number of candidates accepted for study in any of these degree programs is extremely limited. No systematic or formal program of graduate instruction exists at Duke Law School. An applicant will be accepted for

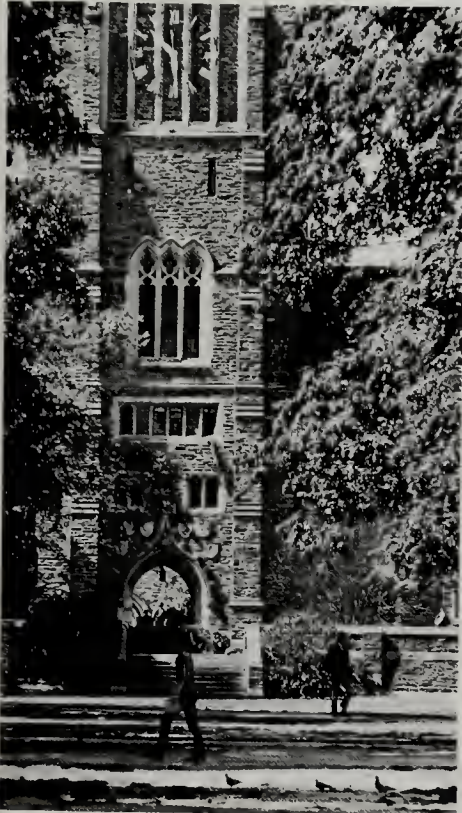
graduate study only if a faculty member indicates willingness to supervise the work of the student, if the student does not require financial assistance, and if the student has achieved a superior academic record in his or her undergraduate law studies. The course load, the program of instruction, and all other requirements for the degree will be determined by the dean and the involved faculty member, subject to the approval of the entire faculty. Any candidate interested in obtaining one of the three graduate degrees of law at Duke should have formulated a specific research project prior to applying.

The John S. Bradway Fellowship in Clinical Education. The John S. Bradway Fellowship in Clinical Education is a two-year program leading to a Master of Law degree. The curriculum combines academic course work with teaching experience. The basic requirements of the degree include approximately ten hours of course work, ten hours of teaching, and the production of a thesis of publishable quality. Course work can be chosen from the standard law school curriculum, graduate courses in other departments of the University, or can be fashioned in the form of independent study under the supervision of any member of the law faculty. All programs are chosen in consultation with the clinical faculty.

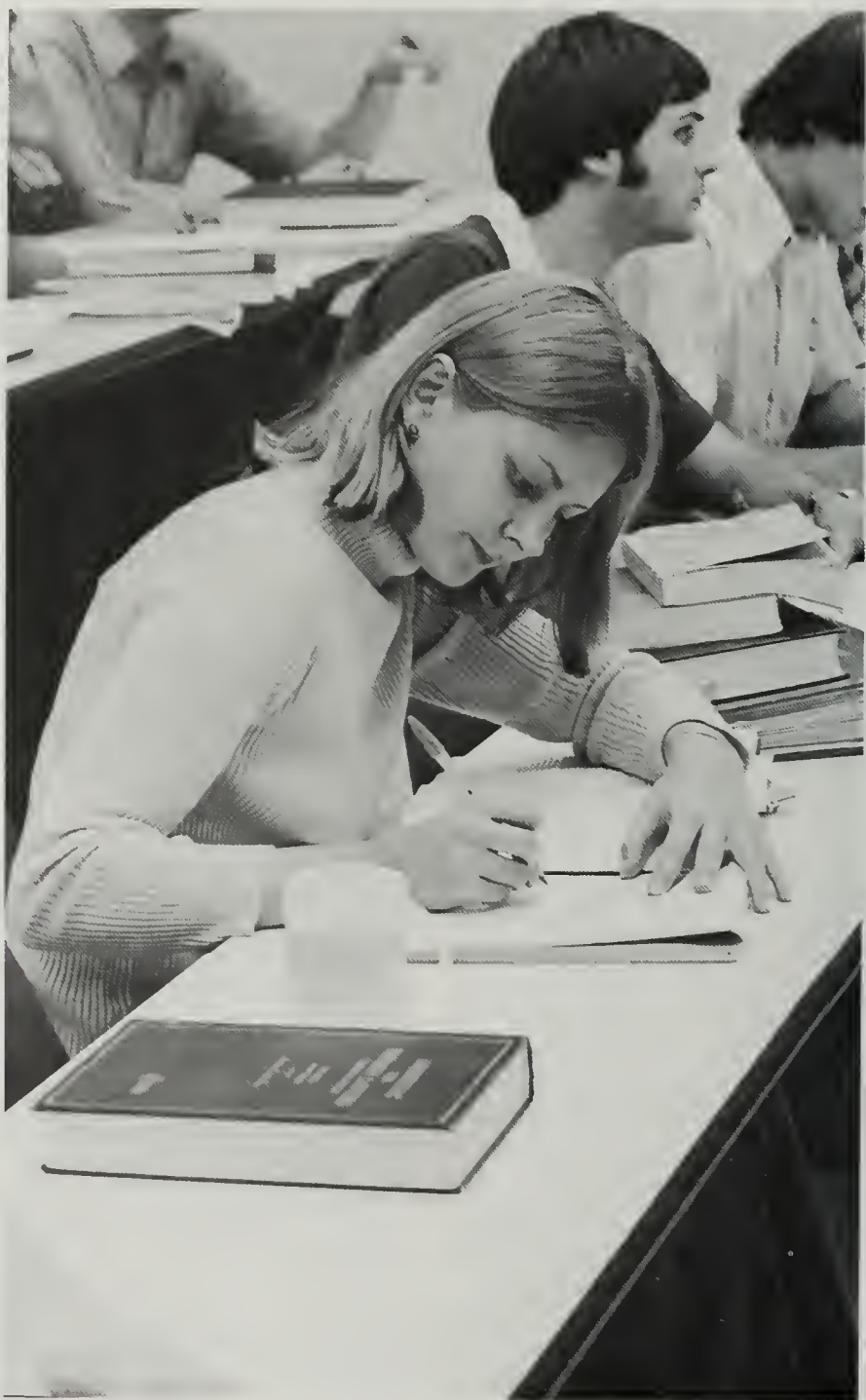
There is a required seminar in legal education during which various teaching methods, theories of legal education, and problems of law school administration are examined. This seminar includes observation and criticism of the classroom teaching of other staff members and graduate fellows utilizing videotape review.

Bradway fellows receive a stipend for each nine-month academic year. All tuition for courses taken in fulfillment of the degree requirements is waived.





Admissions



General Information

The admissions process for the typical law school applicant is at best time-consuming and lengthy. It occasionally creates severe anxiety. The Admissions Committee is aware of the difficulties and uncertainties faced by applicants. Consequently, it is our goal to treat each applicant with fairness and candor. The following description of the admissions process at Duke is presented with that object in mind.

The Admissions Committee receives its authority by delegation from the law faculty and reports to the law faculty. The committee, composed of four law professors and three law students, decides policy questions arising in the admissions process. Student members of the committee, however, do not review individual files. All individual applications are reviewed by the assistant dean, who directs the admissions office. Admissions Committee policy permits the acceptance of students falling in certain narrowly defined categories and to reject others falling below acceptable standards.

At Duke, as at many law schools, the three most important admissions criteria, in the order of their importance, are the Law School Admission Test (LSAT) score, the undergraduate grade point average (GPA), and the undergraduate institution attended. Every two years validity studies are conducted by the Educational Testing Service to review the predictive value of these criteria at Duke Law School. More specific statistical studies concerning a variety of admissions topics are conducted periodically in the admissions office at Duke.

Although reliance on purely academic criteria is appropriate in making some decisions, particularly those involving candidates either clearly admissible or clearly inadmissible, the majority of applications fall between these extremes, and are reviewed by the four faculty members of the committee. For these applications, the committee will give careful consideration to more subjective factors such as proven capacity for leadership, dedication to community service, excellence in a particular field, motivation, graduate study in another discipline, work experience, extracurricular activities, and personal and character information provided in letters of recommendation. Also, in interpreting the applicant's GPA, it is often necessary to make judgments regarding the strength of the curriculum taken and the significance of class rank or the progression of grades.

Although no quotas of any kind are employed in the admissions process, the School does make a conscious effort to achieve a broad diversity in each entering class in terms of general background, geography, and undergraduate institutions represented. An individual student may be selected not only for his or her marked

potential for academic success, but also because application materials indicate that he or she can bring to Duke unique personal qualities or talents that will enhance the overall diversity of the entering class.

Duke has a faculty-initiated affirmative action plan for minority admissions, and special care is taken in evaluating applications from members of minority groups who traditionally have not been well represented in the legal profession. On occasion, special consideration is given to children of alumni of Duke University who are qualified to do acceptable work. Female applicants are evaluated according to the same standards as male applicants, and applications from women are encouraged.

Each student admitted to the School is required to take in each semester courses aggregating not less than twelve and not more than sixteen hours. However, the School on occasion has permitted some students to undertake a reduced course schedule where demands of a family have suggested that such a procedure would be appropriate.

Duke has no formal deadline for the submission of applications. However, it is strongly recommended that applications be filed between 1 September and 1 December. Applications completed after 1 December may be too late to have a reasonable chance of favorable action. If the admissions application has been completed before 1 December, the applicant ordinarily will receive an answer from the admissions office no later than 15 March. Applications completed after 1 December, or deferred from the first decision period, will usually receive notification of action about 15 May. Only in rare cases will offers be extended prior to 1 February or after 15 May.

Each applicant extended an offer of admission will be given at least three calendar weeks to respond. No applicant who receives an offer of admission will be required to make a final decision on the offer prior to 1 April. After 15 May, a waiting list is normally established and held open until a few days prior to fall semester registration. Offers are extended to applicants on the waiting list only as withdrawals occur.

Whether an applicant has applied for a scholarship or for loan assistance will in no way affect the admission decision of the Law School. Students who need financial aid to help finance their legal education will be considered for such funds only after the admission decision has been made. An attempt will be made to inform all scholarship applicants of both the admission and the scholarship decisions at the same time, although some decisions concerning scholarship grants will be made later than admission decisions. Since Duke does not have the resources required to provide scholarship or loan assistance to all qualified students who are in need, those applicants who complete the admissions application and the scholarship or loan assistance application earlier will have a better chance of obtaining some assistance. Therefore, applicants for scholarships or loan assistance are strongly encouraged to file their financial aid applications (including the GAPS FAS) at the same time they file their applications for admission.

For both more detailed and more general information on law school admission, prospective applicants are advised to consult the most current issue of the *Prelaw Handbook*, published annually in October by the Law School Admission Council and the Association of American Law Schools. It includes material on the law and lawyers, the study of law, prelaw preparation, applying to law school, and a complete Law School Admission Test, together with individualized information on most American law schools. The *Prelaw Handbook* may be obtained at college bookstores or ordered from the Educational Testing Service, Box 944, Princeton, New Jersey 08540.

Juris Doctor Degree

First-year students may enter only at the beginning of the fall semester. Students who have completed the first year of law study at Duke or any other law school approved by the Association of American Law Schools may enter at the beginning of any semester. Duke Law School is a full-time, day school only.

An application for admission to Duke Law School as a candidate for the degree of Juris Doctor may be submitted by any person who is a graduate of an approved college. Applicants will be considered without regard to age, sex, race, creed, religion, national origin, or handicap, except that special attention is accorded to minority group applicants pursuant to the Law School's commitment to affirmative action.

Combined Course Program

An undergraduate student at Duke University who has completed three years of study and whose entire college record shows exceptional academic achievement may apply to the college in which he or she is enrolled for permission to participate in a combined course program wherein the first year of law study is credited toward the completion of requirements for the undergraduate degree. After receiving the undergraduate degree and the successful completion of four additional semesters of law study, a student in the combined course program will receive the degree of Juris Doctor (J.D.).

Very few applicants are admitted before receiving the baccalaureate degree. Students considering entrance before obtaining this degree should consult the rules of the Board of Bar Examiners in the state in which they plan to practice law for regulations which may relate to this program.

Bachelor of Laws Degree

Applications may be submitted by candidates without a prior baccalaureate degree if they have completed, in a college of approved standing, work equivalent in number of units to three-fourths of that required for graduation and whose entire college records show exceptional academic achievement. Graduates who have been admitted under this provision will be candidates for the degree of Bachelor of Laws (LL.B.).

Advanced Standing

Any person who has complied with the requirements for admission set forth in this bulletin prior to the commencement of law study, who presents evidence of the satisfactory completion of one year of study at any law school which is a member of the Association of American Law Schools, and who is eligible for readmission to the law school from which he or she proposes to transfer, may apply for admission with advanced standing. Provisional credit for courses so completed will be given, with final credit contingent upon the completion of at least two academic years of law study at Duke Law School with satisfactory grades. Adjustment of credit for work done in other law schools is made by the dean.

Joint Degree Programs

Applicants for the M.D.-J.D. program must qualify for admission to both the School of Medicine and the School of Law. The usual approach is to apply for both

schools simultaneously, thus reserving a place in the program prior to arrival. Applications are also accepted from members of the first and second year medical school class. In all cases, endorsement by the M.D.-J.D. committee is required. Because of the special intellectual demands involved in mastering two professions, high standards will be applied in admitting students to the program. It is anticipated that enrollment will be limited, probably no more than three students will be accepted in any one year. Due to the closely integrated nature of the program, transfer students are not considered.

Application forms for the School of Law may be obtained by writing the Dean, Duke University School of Law, Durham, North Carolina 27706. Applications for the School of Medicine may be obtained by writing to the Committee on Admissions, Box 3710, Duke University Medical Center, Durham, North Carolina 27710. At the time of submitting applications to the respective schools, simultaneous applications must be also made to the M.D.-J.D. Program, Box 2914, Duke University Medical Center, Durham, North Carolina 27710. A one-page summary of reasons for seeking the combined degree must accompany this letter.

Following receipt of an applicant's letter and summary, the M.D.-J.D. Program Committee will review the applicant's files at the Medical and Law Schools. Motivation, demonstrated interest, and likely achievement in the fields relevant to the program's concern will be considered by the committee. M.D.-J.D. program endorsement will be included with a candidate's credentials for consideration by the admission committees at the respective schools. Admission to both schools with committee endorsement will automatically qualify a student for participation in the program.

Applications will be considered by each school independently, and their expression of interest in the combined degree will not hinder their chance for admission to either institution.

Individuals admitted to only one of the professional schools, while unable to participate in the M.D.-J.D program, may still achieve excellent career preparation through the elective curriculum offered by the School of Medicine or School of Law.

Deadlines for those seeking simultaneous admission to both schools are as follows: May—at the end of the junior year take the Medical College Admissions Test (MCAT); June—at the end of the junior year take the Law School Aptitude Test (LSAT); July—between the junior and senior years, write to the Law and Medical Schools for application forms; August—complete the Medical School application and check the box indicating M.D.-J.D. program. The application must be submitted prior to the 1 November deadline. Simultaneously, send a letter to the M.D.-J.D. Program Committee, Box 2914, Duke Medical Center, Durham, North Carolina 27710 along with one-page summary of reasons for interest in a joint degree. September—complete the application form for the School of Law being sure to indicate interest in the M.D.-J.D. program in the area designated joint degree program. Because of the complexity of the admission procedure outlined above, candidates seeking simultaneous admission are urged to give early attention to appropriate deadlines for the aptitude tests and application forms.

M.B.A.-J.D. Program. Applicants for the M.B.A.-J.D. Program must qualify for admission to both the Graduate School of Business Administration and the School of Law. In addition, they must apply specifically for admission to the M.B.A.-J.D. program. It is anticipated that enrollment in the program will be limited. For information on the Graduate School of Business Administration, the prospective applicant should write Admissions Office, 127 Social Science Building, Graduate School of Business Administration, Duke Station, Durham, North Carolina 27706.



A.M. in Public Policy Sciences-J.D. Program. Applicants for the A.M. in Public Policy Sciences-J.D. Program must qualify for admission to both the Institute of Policy Sciences and Public Affairs and the School of Law. Also, applicants must specify on each application that they are applying for the A.M. in Public Policy Sciences-J.D. Program. It is anticipated that enrollment in the program will be limited. For information on the Institute of Policy Sciences and Public Affairs, the prospective student should write the Institute of Policy Sciences and Public Affairs, Box 4875, Duke Station, Durham, North Carolina 27706.

M.H.A.-J.D. Program. Applicants for the M.H.A.-J.D. Program must qualify for admission to both the Department of Health Administration and the School of Law. For information on the Department of Health Administration, the prospective student should write the Department of Health Administration, Box 3018, Duke University Medical Center, Durham, North Carolina 27710.

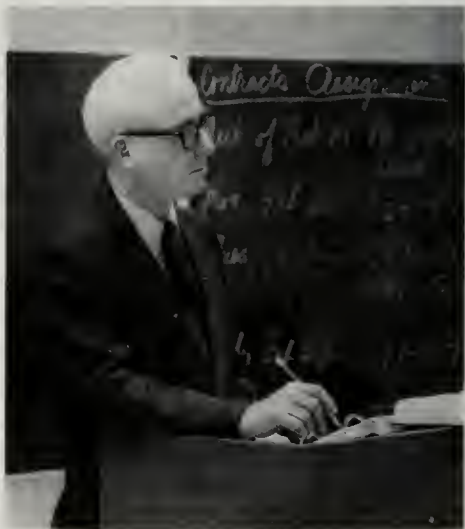
Admission Procedures

Application must be made on the prescribed Law School forms which are available upon request. A nonrefundable fee of \$25 is charged for processing an application and a check or money order for this amount should accompany the application. This application fee is not waivable except in cases of extreme personal hardship. No applicant will be accepted until all required documents are on file. These documents are:

1. The application itself, to which a recent photograph must be attached;

2. Transcripts of all college and graduate academic records submitted through the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 944, Princeton, New Jersey 08540;
3. A report of the applicant's score on the Law School Admission Test (LSAT) administered by the Educational Testing Service. The LSAT is given periodically at examination centers conveniently located throughout the United States and at special foreign centers. Testing dates in the summer and fall of the applicant's final year of undergraduate study are strongly preferred. LSAT scores that are no more than four years old will be considered valid. Application forms and information should be procured by writing directly to Law School Admission Test, Educational Testing Service, Box 944, Princeton, New Jersey 08540;
4. Two completed reference forms, one of which should be written by an appropriate academic dean at the undergraduate school last attended. A statement of the applicant's rank in class will be helpful. It is suggested that the other reference form be submitted by an instructor who has personal knowledge of the academic performance and potential of the applicant. References should be requested to return their forms directly to the Admissions Office, Duke University School of Law, Durham, North Carolina 27706.

Ordinarily, the Law School conditionally accepts or rejects an applicant on the basis of a transcript showing college work through the junior year. Final action is taken in the light of further supplemental transcripts showing all of the college



work required for admission to the Law School. A conditionally accepted applicant has been rejected later on the basis of the completed transcript in only a few cases in the history of the School. Personal interviews are not required. However, a visit to the Law School and an interview will be arranged if requested by the applicant.

Opinions differ concerning whether preparation for the LSAT is likely to improve an applicant's score. Experience at Duke suggests that careful preparation may improve the scores of some applicants.

Each applicant extended an offer of admission will be given three calendar weeks to respond. In fairness to applicants who have also filed applications with other schools, Duke will in no event impose an earlier deadline than 1 April for response to offers. A deposit fee of \$100 must be paid at the time the applicant accepts an offer of admission. This deposit fee is nonrefundable and will be applied to the tuition charge for the first semester of law study.

Reactivating Admission Files

If an applicant has applied for admission in a previous year and was not extended an offer of admission or chose not to enter during that academic year, he or she may request that the file be reactivated for consideration by the Admissions Committee. A nonrefundable fee of \$25 is charged for processing the application and a check or money order for this amount must accompany the request for reactivation of the file. The applicant must also reregister with the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 944, Princeton, New Jersey 08540.

Deferred Acceptance

The Duke University School of Law does not usually defer acceptances. It will usually be necessary for an applicant to request that his or her file be reactivated in the fall prior to the year in which enrollment is desired if he or she does not enter in the fall of the year in which an offer of admission was extended. The decision by an applicant not to accept an offer of admission will in no way adversely affect a future admission decision.

Pass-Fail Transcripts

A special word of caution should be extended to applicants concerning undergraduate pass-fail courses. The Admissions Committee has had occasion in recent years to consider transcripts consisting of predominantly pass-fail grades. Only a minute percentage of those considered were admitted. It is fair to state that a student's chances of admission are inversely proportional to the percentage of such grades appearing on the transcript.

Financial Information



Tuition

The cost of providing a legal education of the quality offered by the Duke Law School is high and has been steadily increasing. Tuition provides only a part of the funds necessary, with the remainder provided by income from endowment, grants, and gift support of alumni and friends.

Tuition at Duke is due and payable not later than the day of registration for a particular semester. For the academic year 1978-79, tuition will be \$3,830 (\$1,915 per semester). In addition, a compulsory student health fee in the amount of \$50 per semester will be charged. Incoming students should be aware that tuition will probably rise annually during their course of study.

Tuition Refund Policy. Tuition refunds are governed by the following policy:

1. In the event of death or a call to active duty in the armed services, a full tuition refund is granted.
2. In all other cases of withdrawal, students or their parents may elect to have tuition charges refunded or carried forward as a credit for later study, according to the following schedule:
 - a.* withdrawal before the beginning of classes—full refund;
 - b.* withdrawal during the first or second week of classes—80 percent;
 - c.* withdrawal during the third through fifth week—60 percent;
 - d.* withdrawal during the sixth week—20 percent;
 - e.* no refunds after the sixth week;
 - f.* tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

General Expenses

Applicants should be aware that the following general expense estimates were compiled in the spring of 1978, and appropriate revisions may be necessary to reflect inflationary increases. It should also be recognized that the expenses of a Duke law student may vary considerably according to the style of living assumed, travel distance, and size of family, if any. With the above cautionary statements in mind, the following are the best estimates as to total living costs for a nine-month academic year: \$7,000-\$7,832 for single students; \$9,500-\$10,000 for married students; and \$11,000-\$11,700 for married students with one child. Included in the

above living cost estimates are present expense levels for tuition, lodging, board, books (\$225–\$300 if purchased new), supplies, transportation, and personal effects. Applicants for loans and scholarships should expect that their proposed budget figures will be examined carefully with the expectation that these figures will fall in the lower ranges of the above estimated expenses.

Housing

Trent Drive Hall. Trent Drive Hall is available to men and women enrolled in the Law School. This facility is adequate and convenient, but suffers from the lack of single rooms and private baths. The limited number of single rooms, located in the men's section only, are usually reserved by previous occupants for the following academic year. Other rooms are designed for double and triple occupancy.

Each double room is equipped with the following furnishings for each student: bed with innerspring mattress, chest with mirror, desk with chair, and book shelving. An additional occasional chair is placed in each double room. Each room has two large closets with storage space for hand luggage. Linens, curtains, rugs, desk lamps, and other small furnishings must be supplied by the students. Coin-operated washing machines and dryers are available, as are laundry lockers. The student linen rental service is also available. Rental charges per person for the academic year 1978–1979 will be: single room, \$823; double room, \$622.

Town House Apartments. Town House Apartments, located in the Central Campus area, is a thirty-two-unit complex which Duke purchased a number of years ago from a private developer. These apartments are more spacious than the apartments found on campus or in Durham. Because of their location away from the academic facilities of the campuses, students find these apartments offer a change from normal campus life and activities. Normally these units are reserved for single graduate and professional school students during the academic year. These apartments are available for continuous occupancy, summer months included. A swimming pool is available in the late spring and summer.

Sixteen two-bedroom apartments are furnished for occupancy by two single graduate students. The remaining units are furnished for three students. Each air-conditioned apartment includes a living room, master bedroom, bath and a half, a single bedroom, and an all-electric kitchen with a dining area. Spacious closets and storage space are provided within each apartment. Duke University provides all maintenance services.

Occupants must arrange and pay for electricity, gas, and telephone service with the local utility companies. Deposits are required by the General Telephone Company of the Southeast. Rental charges per person for the academic year 1978–79 will be: two bedrooms, two students, \$1,203; two bedrooms, three students, \$835.

Central Campus Apartments. During 1974, Duke University opened units in a 500-unit apartment complex. Apartments are available for single and married students attending the graduate and professional schools, undergraduate colleges, and the various allied health courses of the Medical Center. These units are available throughout the calendar year for continuous occupancy.

For single graduate and professional school students, one-bedroom and three-bedroom apartments are fully furnished; no furnished efficiencies are available. It is expected that many more applications will be received for efficiencies than can be accommodated; therefore, the chance of obtaining one of these units is remote. The apartments are furnished and equipped in such a way as to provide economy

and convenience to the single student. Bedroom furniture includes a bed and chest for each occupant. Study desks are not provided. Laundry lockers are available.

Rental charges per person, including utilities (except phones), are as follows:

Efficiency	\$1,870
One bedroom, two students	1,166
Two bedrooms, two students	1,423
Two bedrooms, three students	Not available
Three bedrooms, three students	1,208

Married students may apply for an apartment in Central Campus Apartments. Efficiency apartments are available to married students without children. A few one-bedroom apartments are available to married students without children or with not more than one child who must be under four years old at the time of occupancy. Two-bedroom apartments are available to married students without children or not more than two children. Three-bedroom apartments are available to married students without children or not more than four children. In unusual circumstances, the manager of apartments and property may make exceptions. The University authorizes married students to occupy units in Central Campus Apartments with members of their immediate families only.

Monthly rental charges, including all utilities (except phones), for the academic year 1978-79 will be:

	<i>Twelve-Month Lease</i>	<i>Less than Twelve-Month Lease</i>
Efficiency	\$195	\$195
One bedroom (unfurnished)	190	220
One bedroom (furnished)	227	240
Two bedroom (unfurnished)	255	279
Two bedroom (partially furnished)	279	296
Three bedroom (unfurnished)	296	312
Three bedroom (partially furnished)	320	329

Condition of twelve-month lease: the applicant signs a lease stipulating that the lease will be cancelled only on official withdrawal from the University, or that should the lease be cancelled for any other reason, rents at the regular published rates (less than twelve-month rate) will become applicable from the first day of the lease through the last month in which the occupancy terminates.

Modular Homes. The University owns six modular homes which are located near Town House Apartments. They are reserved for single undergraduate and graduate or professional school students and offer more privacy than apartments. These three-bedroom homes are equipped for three-person occupancy and have proved to be very popular. They are usually reserved by students who have occupied other University accommodations during the previous academic year. Students arrange for and pay the cost of utilities. Rental charges per person for the academic year 1978-79 will be: three bedrooms, three students, \$1,040.

Living in the Durham Community. Students who desire to live in Durham in privately owned rooms, apartments, or houses should begin their search for housing as soon as possible by writing to private realtors to learn of available apartments, rates, and how to obtain applications. There is usually no problem in finding an apartment in a complex; however, duplexes are usually more difficult to find. Many realtors offer short-term leases or academic year leases for students. During the summer, an off-campus housing assistant is available to assist students



in obtaining housing in the Durham area. The Office of the Manager of Apartments and Property maintains a listing of available accommodations in the Durham area. It is not feasible to mail these listings since they change almost daily. Students are urged to visit the campus and check these listings during office hours. Off-campus rental property is not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty, or staff.

Further information on housing can be obtained from: Manager of Apartments and Property, Department of Housing Management, Duke University, Durham, North Carolina 27706.

Application and Residential Fees. Each student accepted into a graduate or professional school of the University will be provided with a form on which to indicate housing needs. This form will be sent to the Department of Housing Management which will provide more detailed information about rates and rental apartments.

Residential Deposits. A residential deposit of \$50 must accompany all application forms for housing at Duke University. This deposit is held throughout the term of the original occupancy and subsequent renewal. This deposit is refunded if a cancellation of a reservation is received by the Department of Housing Management on or before 15 July 1978, for fall semester reservation and on or before 31 December 1978, for cancellation of the spring semester reservation. Other information pertaining to deposit refunds will be contained on the receipt which will be mailed by the Department of Housing Management.

Students must make payment for their fall semester housing fees prior to occupancy of their assigned space. Housing fees for the spring semester must be paid by 8 January 1979.

Prepayment of Housing Fees. In addition to residential deposits, students currently residing in University housing facilities and desiring to reserve accommodations for the next academic year or a lesser period must pay a \$50 prepayment of housing fees to the Office of the Bursar. The bursar's receipt must be presented to the Department of Housing Management at the time the application is made. The prepayment is applied to fall semester or the first month's rent, as appropriate. This prepayment is refundable if a student:

1. withdraws from the University;
2. has an approved leave of absence prior to 15 August and notifies the Department of Housing Management at that time; or
3. cancels the application on or before 21 April.

Housing fees for single students are payable in advance by the semester prior to occupancy, unless special arrangements to pay on a different basis are made with the University bursar. Married students may make monthly payments as required by the terms of their lease.

Additional payments above the academic year rate are required for students who must arrive earlier than the dates established for occupancy or for vacating University housing. These additional charges are based on daily rates on which the academic rates are predicated.

Debts

No records are released and no student is considered by the faculty as a candidate for graduation until all indebtedness is settled with the bursar.

Other Fees

Late Registration/Late Payment Fee. Students who register in any semester or pay their fees at a date later than that prescribed are required to pay to the Office of the Bursar a \$25 penalty for late registration or late payment of fees.

Student Health Fee. A student health fee of \$100 (\$50 per semester) is charged to all Duke University students.

Athletic Events Fee. Law students may secure admission to all regularly scheduled University athletic contests held on University grounds during the entire academic year by payment of the athletic fee of \$25 per year plus tax. This fee is payable in the fall semester. Students may also use the facilities of the Duke golf course upon payment of student green fees.

Duke Bar Association. A \$10 fee each semester is due and payable not later than the day of registration for a particular semester. This fee is utilized exclusively to support the activities of the student bar association.

Scholarship Assistance

The Law School recognizes that many meritorious students are unable to pay the full cost of their legal education, and therefore a number of University and endowed scholarships are awarded annually to assist students who merit recognition for past academic performance and who need financial aid. Each year the Law School attempts to develop new sources for scholarship funds. Despite these

efforts, Duke does not have the resources required to provide scholarship assistance to all qualified students who are in need. Most students who need financial aid are required to rely heavily on loan funds.

A student seeking scholarship aid should file a financial aid application at the same time as the application for admission. An attempt will be made to inform all scholarship applicants of both the admission and the scholarship decisions at the same time, although some decisions concerning scholarship grants will be made later than admission decisions. Whether an applicant has applied for a scholarship will not affect the admission decision of the Law School. Duke Law School requires all scholarship applicants to utilize the Graduate and Professional School Financial Aid Service (GAPSFAS). Applicants should request information on GAPSFAS by writing Graduate and Professional School Financial Aid Service, Box 2614, Princeton, New Jersey 08540.

University Scholarships. Duke University has established a number of University Scholarships that vary widely in amount. Except for a few that are based purely on merit, university scholarships are awarded only to needy applicants with superior college records and comparable Law School Admission Test scores. Most University scholarships awarded by the Law School cover part of the tuition charge. In cases of exceptional merit and need, a few scholarships may consist of full tuition and a stipend. The more usual form of financial aid for the gifted applicant is a combination of a scholarship and loan. Most of the endowed and University scholarship grants are renewable for second- and third-year students who maintained a 2.7 grade point average on a 4.0 scale in the previous academic year. It is expected that approximately one-half of the members of each first-year class will achieve a cumulative grade point average above 2.7 on a 4.0 scale at the conclusion of their first year. Loan assistance is provided in the event that a scholarship is not renewed.

Scholarships for Minority Students. Duke University has established a limited number of scholarships for qualified, needy minority group students. Further information on these awards will be sent upon request.

Phi Alpha Delta Fellowship Program. This fellowship was created by Phi Alpha Delta Law Fraternity for first-year minority students. Applications are not available to chapters until 1 March, and the competition commences in late spring. Applicants need not be members. Ten students are selected annually, with each to receive a \$500 fellowship.

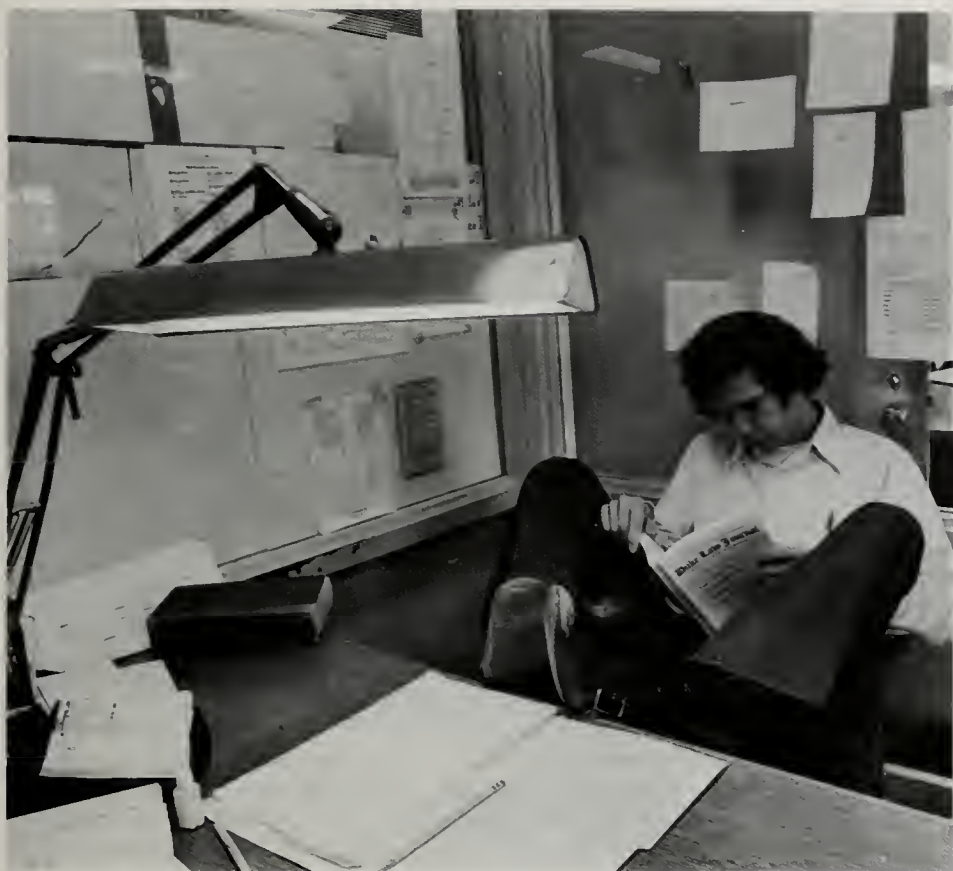
Endowed Scholarships. The following endowed scholarships are available to Law School students:

Beard-Rees Scholarship. This scholarship was established by classmates and friends in 1968 to honor the memory of Robert L. Beard and David W. Rees of the Law Class of 1964. The fund is used to assist students of all-round character and potential as a tribute to the high personal standards, professional excellence and accomplishments of these men.

B. S. Womble Scholarships. The B. S. Womble Scholarship fund has been established by a distinguished Duke alumnus, B. S. Womble, and members of his family. Scholarships are awarded on the basis of moral character, scholastic ability, seriousness of purpose, and leadership potential of the applicant.

Elvin R. Latty Scholarship. Alumni and friends of the Law School established this fund in 1968 as a tribute to the wisdom, foresight, and dedication of Dean Emeritus Latty.

Jenny Ferrara Scholarship. This scholarship was established by Vincent L. Sgrosso of the Class of 1962 in memory of his grandmother. The scholarship is awarded on the basis of need augmented by academic excellence, leadership qualities demon-



strated through extracurricular activities, and an earnest interest in pursuing a legal career.

John R. Parkinson Memorial Law Scholarship. This scholarship will be awarded at least biennially to a student whose prelaw achievements indicate a potential for academic excellence while in the Law School and a professional career in which outstanding service to clients and to the profession will be rendered.

Martha Garner Price Fellowship. This fellowship was created by a gift to the Rule of Law Research Center by the children of Ralph Price—the late Clay Price, Julian Price, and Louise (Mrs. Young Smith), in memory of their mother, Martha Garner Price. The purpose of this fellowship is to support advanced research in the field of international organization.

Richard M. Nixon Scholarship. This scholarship was established initially by a gift from the Class of 1937 to honor their classmate, former President Richard M. Nixon. This scholarship will be awarded only to students who show evidence of exceptional potential for leadership.

David H. Siegel Memorial Scholarship. This scholarship was established by Allen G. Siegel of the Law Class of 1960 in memory of his father, who was also an attorney. The scholarship is awarded annually.

William Neal Reynolds Scholarships. These scholarships, named for the brother of R. J. Reynolds and a founder of the R. J. Reynolds Tobacco Company, were created as a result of a grant from the Z. Smith Reynolds Foundation. The fellowships are awarded annually on the bases of academic potential and potential for public leadership.



Neil Blue Memorial Scholarship. A scholarship has been established by the mother of Neil Blue, a student in the Law School at the time of his tragic death in 1971. It will be awarded periodically to students from North Carolina.

Dunspaugh-Dalton Foundation Scholarship. A scholarship has been established as a result of a gift from the Dunspaugh-Dalton Foundation of Miami, Florida. It will be awarded periodically.

Loan Assistance

Students who need loan funds to help finance their legal education will be considered for such funds after admission and scholarship decisions have been made. Therefore, when applicants receive an offer of admission they will know the amount and kind of financial assistance available. The appropriate loan application will be sent to the student when the student confirms his or her place in the entering class and accepts the financial aid offer. In no event should applications be filed later than 1 June prior to the beginning of the fall semester and 15 November prior to the beginning of the spring semester.

In addition to filing the Duke financial aid form, applicants for all loans administered or certified by Duke University are required to participate in the Graduate and Professional School Financial Aid Service (GAPSFAS). Information and application material for GAPSFAS can be obtained by writing Educational Testing Service, Box 944, Princeton, New Jersey 08540.

The following loan sources are either administered by Duke University or are available to Duke law students. Approval of any loan application is based on financial need and satisfactory scholastic standing.

National Direct Student Loan Program Loans. Loans are available to Duke law students through the student loan program established under the National Direct Student Loan (NDSL) Program, assuming the continuation of appropria-

tions by the Congress for this purpose. Interest on these loans begins to accrue at 3 percent nine months after the student leaves the Law School, and repayment usually begins ten months after the student leaves the Law School, with complete repayment scheduled over a period of up to ten years. Duke administers all NDSL loan funds allocated to it under strict federal guidelines dealing with such issues as the amount of parental income, reasonableness of budgets, complete disclosure of assets, and emancipation within the meaning of the applicable federal regulations.

Federally Insured Student Loan Program. The Duke University School of Law program allows the student to borrow up to \$3,000 per year at a 7 percent interest rate. A student will have a maximum of ten years following graduation or withdrawal from the University to repay the loan. An interest subsidy is available from federal funds for all students who have demonstrated need as determined by federal regulations on the GAPSFAS report. In order to be considered for a Federally Insured Student Loan, the GAPSFAS report must be submitted.

University Loans. Some limited financial assistance is also available in the form of loans from funds held in trust by the University to qualified law students. Interest on these loans, which mature after the student has left the school, accrues from the date of each note at the rate of 1 percent until the student has left the school and for five years thereafter at 3 percent per year, with repayment installments over the five-year period.

Dean's Emergency Loans. Alumni gifts have created a special dean's discretionary fund. In cases of immediate exceptional need, small noninterest-bearing loans are available for short periods to cover students who have temporary financial emergencies.

State Guaranteed Loans. Most states have established guaranteed loan programs for graduate and undergraduate study for their own residents. The terms of such loans, the methods of administration, and the availability of funds vary widely among the various states. The Law School will supply information regarding the appropriate agencies to contact in each state and will also make appropriate certifications in support of the loan applications of individual students applying for state guaranteed loans.

Scholastic Standards



Grading

The Law School utilizes a numerical system of grading based on a 4.0 scale. Although grade distribution will vary from course to course, the normal distribution in an average class with a large enrollment (over forty students) will approximate the following:

Numerical Grade	Percentage
3.5-4.0	10-15
2.7-3.4	35-40
1.8-2.6	40-50
1.3-1.7	
1.0-1.2	0-10

Ungraded Work

Although the student's work in most courses is evaluated under the grading system described above, there are some course offerings available on a credit/fail basis. These include the following:

1. courses designated credit/fail by faculty action;
2. independent study;
3. ad hoc seminars;
4. courses taken in other divisions of the University;
5. summer school courses.

A failing performance will be treated as such and the student will receive a grade of *fail*. Such a grade is considered a failure for the purpose of determining whether a student has failed more than the number of hours permitted for continuation and is averaged as a grade of 1.2 in computing the student's average. It is not counted for purposes of the eighty-four-hour requirement for graduation, but is counted for the purpose of computing residence credits.

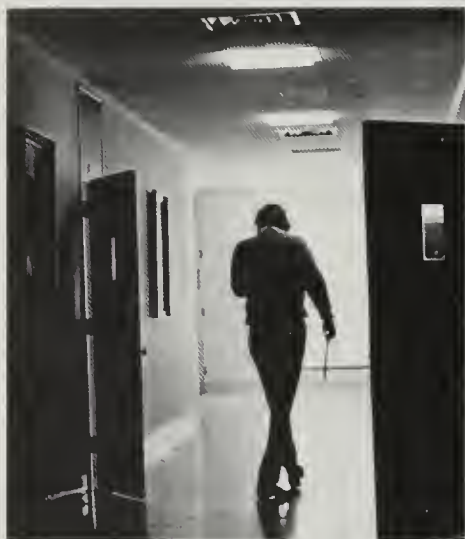
Courses in Other Divisions of the University

Second- and third-year students may take courses offered in other divisions of the University upon the condition that the student is engaged simultaneously in at least ten semester hours of courses in the Law School. Credit (limited to a total of six hours) toward the J.D. degree will be granted for those courses which, in the judgment of the dean, are related to the student's education in the law. A written

request for permission to enroll in a University course outside the Law School must be presented to the dean. A grade of C (or its equivalent) or better will be recorded as *credit*. Grades which are lower than C but higher than F (or their equivalent) will be recorded as *no credit*. Failing grades will be recorded as a *fail* and averaged as a grade of 1.2 in computing the student's average.

Summer School

Students who wish to attend summer sessions at other law schools must submit a written request to the dean for permission to do so. The request should state the name of the school and the courses to be taken. A grade of C (or its equivalent) or better will be recorded as *credit*. Grades which are lower than C but higher than F (or their equivalent) will be recorded as *no credit*. Failing grades will be recorded as a *fail* and averaged as a grade of 1.2 in computing the student's average.



Independent Research

Law students in their second and third year of the J.D. program may undertake up to four hours of independent research in any academic year if the research is approved by a faculty member. Research work will be graded on a credit/fail basis. Students undertaking independent research will meet regularly with the faculty member supervising the research in order to ensure contemporaneous discussion, review, and evaluation of the research experience.

Ad Hoc Seminars

A group of five or more students may plan and conduct their own research and seminar program for not more than two semester hours of credit (which shall be considered to be independent research within the meaning of the maximum limitation of four hours of independent research each year). A request to establish such an ad hoc seminar should be addressed to the dean at least two months before the beginning of the semester in which the seminar is proposed and contain an outline of coverage and required readings. The dean will request a member of the faculty to evaluate the program and recommend whether the proposed program has academic merit. If approved by the dean, a faculty member will be requested to evaluate the contribution of each participant before awarding credit. A written paper of the kind generally submitted in seminars will be required of each participant. Such seminar work shall be graded on a credit/fail basis.

Monitoring Attendance

Whenever feasible, attendance will be monitored. Students not in regular attendance should be reported to the dean and, in appropriate cases, denied credit for the course or seminar.

Academic Regulations and Course Requirements

No student is permitted to take fewer than twelve course hours per semester without permission of the dean. No first-year student may take courses in excess of the first-year program without permission of the dean. Second- and third-year students are not permitted to take for credit more than sixteen course hours per semester, nor may they audit and take for credit more than seventeen course hours per semester without permission of the dean.

Students will not receive full residence credit if they take for credit fewer than ten hours per semester.

Examinations

A written examination at the conclusion of each course is required. No professor shall assign a paper in lieu of an examination in a course as distinguished from a seminar. A professor may require an examination in a seminar if this intention is announced prior to the beginning of the seminar.

The Honor System

The honor system of the Duke Law School demands the highest standards of academic and professional conduct. It is enforced by a student judicial code.

Rules Concerning Examinations and the Submission of Research Papers

No student may enroll in any course in which a research paper has previously been submitted or the final examination taken, except a student who has failed the course and is required by the instructor to retake it, or who obtains permission of the faculty to do so. The grade received in the second enrollment in the course will be substituted for the first grade received, except that the highest grade for which a student shall be eligible on a retaking of a course is a grade of 2.2.

No credit will be given for any research paper submitted in partial or full completion of the requirements of a course in which a student is enrolled unless the paper is submitted on or before the first day of spring semester classes for a course given in the fall semester, and on or before the last day of the examination period for a course given in the spring semester, or on an earlier date if the faculty member requires it.

Except with the joint permission of the dean and the faculty member involved, no credit shall be received for any examination taken in partial or full completion of the requirements of a course in which a student is enrolled unless the examination is taken at the time it is regularly scheduled. Such permission shall be granted only in the case of sickness, extreme personal hardship, or a conflict in the scheduling of two or more examinations.

A faculty member may deny a student the right to take an examination in a course and may enter a failing grade for excessive absences or gross unpreparedness.

Rule Concerning the Submission of Grades

All grades for all courses and seminars must be submitted by faculty members on or before the twenty-eighth calendar day following the last day of the regularly scheduled examination period.

Rule Concerning Designation of Incomplete

When a student is granted an authorized extension for completion of required course work, the instructor shall, in lieu of a grade, designate that the student's work is incomplete. Except where an extension is specifically granted for a longer period, a designation of "incomplete" will automatically be changed to a grade of 1.0 after thirty days or the beginning of the student's last semester in residence at the Law School, whichever is earlier.

Eligibility to Continue Law Study

Good Standing. Any student who is eligible to continue the study of law and who is not on probation is in good standing.

Probation. Any first-year student with an overall grade point average between 1.7 and 2.0 and whose failure grades, if any, total not more than eight semester hours shall be placed on probation for the next two semesters.

Any student who in the second year receives failure grades in courses totaling six or more semester hours (but less than a total of ten hours during the second year), or who achieves an average of less than 2.0 in either semester of the second year, shall be placed on probation for the next two semesters. Any student who receives an average of less than 2.0 in the fifth semester shall be placed on probation for the sixth semester. Any student in the third year who receives failure

grades in courses totaling six or more semester hours (but less than a total of ten hours during the two-year period) or who achieves an average of less than 2.0 in the third year, will be required to return for a seventh semester unless the student is relieved of the requirement by the faculty on the basis of a showing of adequate excuse for the third-year performance.

Every student on probation shall be subject to the special supervision of the dean for the probationary period. The dean may designate courses to be taken by the student and may require that they be taken on a graded basis. A student on probation shall be ineligible to continue the study of law at this institution if, at the end of the probationary period, the overall average for all work undertaken at the Law School is not 1.8 or higher.

Repetition of First Year. Any first-year student with an overall grade point average of less than 1.7 but not less than 1.6 and who has received failure grades in courses totaling not more than eight semester hours shall be permitted to repeat the first year. At the option of the student, upperclass courses may be substituted for first-year courses in which a grade of 2.0 or higher was achieved. A student repeating the first year shall be eligible to continue the study of law only if a grade point average of not less than 1.8 is achieved for that year. Any student repeating the first year under this rule who achieves an average of 1.8 or higher, but less than 2.0, or achieves an average greater than 2.0 but receives a failure grade in one or more courses, shall be placed on probation and is subject to the provisions of the preceding paragraph.

If the student elects not to repeat the year, an opportunity to withdraw voluntarily from the School shall be given. The student who does not do so shall be declared ineligible to continue the study of law.

Ineligibility to Continue. Any first-year student with an overall grade point average of less than 1.6 or who has failed courses totaling more than eight semester hours of credit shall be ineligible to continue the study of law at Duke. Any student who fails a total of more than ten hours of credit over the course of the second and third years or whose average for the second year is less than 1.7 shall be ineligible to continue the study of law.

Notification of Unsatisfactory Scholastic Standing. The dean shall inform students who are not in good standing of their status, the requirements which must be met to continue to be eligible for the study of law at this institution, and the requirements that must be satisfied to be eligible for graduation.

Registration and Regulations



Registration

All students are required to register on the dates prescribed in the Law School Calendar, at which time class schedules and course cards must be completed and approved. A student's registration for any semester is not complete until all indebtedness is settled with the Office of the Bursar. Students are not eligible to attend classes or make use of University facilities if they have any outstanding debt to the University.

Students may alter their registration by adding or dropping courses any time during the first two weeks of a semester, except that in a seminar in which enrollment has been limited by the instructor's designation, no withdrawals from the seminar will be permitted after the first week.

Bar Examination and Requirements

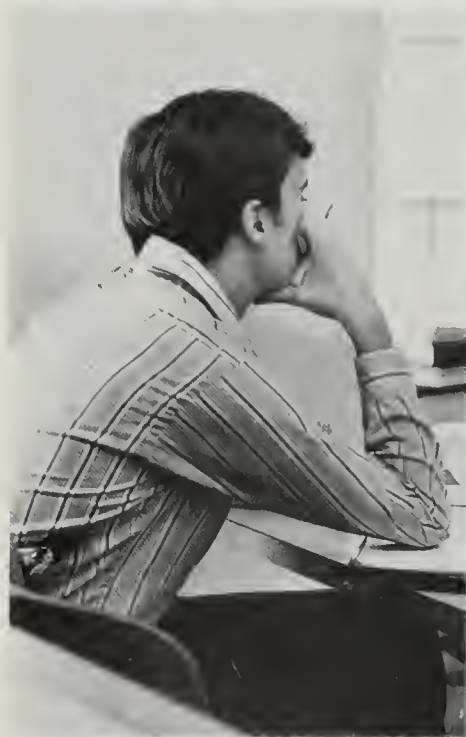
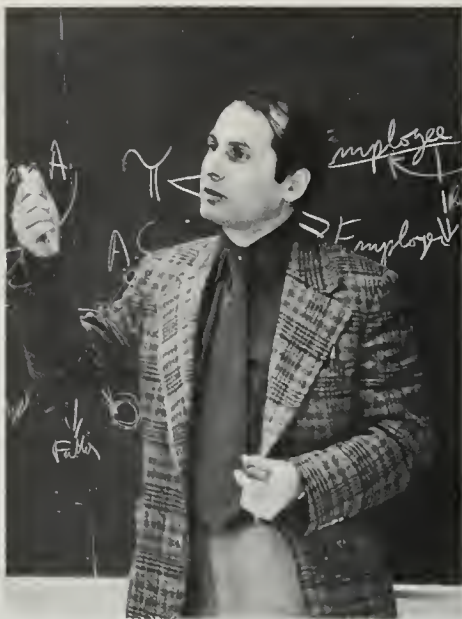
Many states now require that students, prior to or shortly after beginning the study of law, register with the Board of Bar Examiners of the state in which they plan to practice. Registration should be accomplished within thirty days after matriculation in law school. Prior to selecting the law school they will attend, at matriculation, and at the beginning of each subsequent year of law school, applicants are advised to consult the rules of all states in which they may be interested in practicing after graduation to determine the curriculum and other requirements of state bar examining authorities.

Regulations Governing the Awarding of Degrees

Degrees are awarded at Duke University in September, December, and May. The names of Duke Law School students who have successfully completed all of the necessary requirements for a degree are presented by the dean to the University secretary. The University faculty and the Board of Trustees meet to approve candidates presented for degrees.

Rule Concerning Graduating in Absentia

Students who wish to be graduated in *absentia* should submit a written request to the dean's office at least six weeks before graduation. In such cases, the diploma will be mailed.



General Rules of the University and the Law School

Students are subject to the rules and regulations of the University and the Law School which are currently in effect, or those which in the future may be promulgated by the appropriate authorities of the University. Every student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations. The student also acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be appropriate, for failure to abide by these rules and regulations, or for other conduct adjudged unsatisfactory or detrimental to the University.

Policy Concerning Pickets, Protests, and Demonstrations

Duke University respects the right of all members of the academic community to explore and to discuss questions which interest them, to express opinions publicly and privately, and to join together to demonstrate their concern by orderly means. It is the policy of the University to protect the exercise of these rights from disruption or interference.

The University also respects the right of each member of the academic community to be free from coercion and harassment. It recognizes that academic freedom is no less dependent on ordered liberty than any other freedom, and it understands that the harassment of others is especially reprehensible in a community of scholars. The substitution of noise for speech and force for reason is a rejection and not an application of academic freedom. A determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it is, rather, a necessary condition of its very existence. Therefore, Duke University will not allow disruptive or disorderly conduct on its premises to interrupt its proper operation. Persons engaging in disruptive action or disorderly conduct shall be subject to disciplinary action, including expulsion or separation, and also to charges of violations of law.

The foregoing general statement of policy is not to be construed as limiting the University's right to maintain an atmosphere conducive to scholarship.

Motor Vehicle Registration

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Law must be registered at the traffic office, 2010 Campus Drive, within five days after operation on the campus begins, and thereafter must display the proper registration decal. A registration fee of \$20 will be charged for each automobile and \$10 for each motorcycle.

To register a vehicle, the student must present the following documents: (1) valid state registration for vehicle registered, and (2) valid state operator's license.

Parking, traffic, and safety regulations will be given to each student at the time of vehicle registration. Students agree to abide by these regulations in exchange for the privilege of operating a motor vehicle on the campus.

Curriculum



Degree Program

The curriculum at Duke Law School is not fixed and static. All courses are subject to constant evaluation, and the organization of the curriculum itself is subject to critical examination each year by the faculty. The curriculum for the academic year 1978-79 is set forth below.

First-Year Curriculum

The first-year curriculum is required for all J.D. candidates.

<i>Courses</i>	<i>Fall</i>	<i>December Examination</i>	<i>Spring</i>	<i>May Examination</i>
Civil Procedure	3		3	X
Criminal Law			3	X
Contracts	5	X		
Constitutional Law	3		2	X
Torts			5	X
Property	4	X		
Introduction to Legal Clinic			2	
	<hr/> 15	<hr/> 9	<hr/> 15	<hr/> 19

The first-year class will be divided unevenly for assignment to sections of each course. One or more sections of each first-year course will be small, with not more than twenty-five students. The other section of that course will contain the balance of the first-year class. Each first-year student will be assigned to one small section class and will study with the balance of the class in the large sections of all other courses. For example, a student assigned to the small section in torts will automatically be assigned to the large sections of the other first-year courses. The research and writing program will be organized in conjunction with the small sections of each course.

FIRST-YEAR COURSE DESCRIPTIONS

110. Civil Procedure. This course is devoted to a consideration of the basic problems of civil procedure. It is designed to acquaint students with the fundamental stages and techniques of litigation—e.g., pleading, discovery, trial, appeal, judgments, and multiparty actions—and to introduce them to underlying problems such as jurisdiction, choice of law in a federal system, and the role of courts as law-making institutions. 3 s.h. fall; 3 s.h. spring. *Paschal and Rowe*

120. Constitutional Law. The distribution of and limitations upon governmental authority under the Constitution of the United States. Included are study of the doctrine of judicial review of legislative and executive action, the powers of Congress and the president, the limitations on state governmental powers resulting from the existence or exercise of congressional power, and judicial protection against the exercise of governmental power in violation of rights, liberties, privileges, or immunities conferred by the Constitution. 3 s.h. fall; 2 s.h. spring. *Dellinger, Levin, and Van Alstyne*

130. Contracts. The formation and legal operations of contracts, their assignment, significance to third parties, and relationship to torts, restitution, and commercial law developments; the variety, scope, and limitations on remedies; and the policies, jurisprudence, and historical development of promissory liability. 5 s.h. fall. *Van Alstyne and DeMott*

140. Criminal Law. An introductory study of the law of crimes and the administration of criminal justice; analysis of the criminal act and the mental element in crime; consideration of specific offenses as defined by statute and the common law; discussion of typical defenses in relation to specific crimes. 3 s.h. spring. *Livengood and Price*

160. Property. The basic concepts of real property law and conveyancing. Historical background; estates in land, including the fee simple, the fee tail with its statutory substitutes, the life estate, the estate for years and other nonfreeholds; concurrent ownership; types of future interests; conveyances before and after the Statute of Uses; landlord and tenant; the modern deed—kinds, delivery, description, title covenants; and agreements running with the land at law and in equity; easements; recording and title registration. 4 s.h. fall. *Means, Reppy, and Sparks*

170. Torts. An analysis of liability for personal injuries and injuries to property. After considering "cause in fact," intentionally inflicted harm and the development from trespass to negligence, the course concentrates mainly on the negligence issue. The reasonable man standard and its application and proof before courts and jury are explored. Limitations such as contributory negligence, lack of duty, and proximate cause are considered as are special rules governing owners and occupiers of land. The question of damages is analyzed; the course also examines strict liability, the liability of producers and sellers of products, insurance, and workmen's compensation. 5 s.h. spring. *Christie, Lange, and Robertson*

Second-and Third-Year Curriculum

In the absence of special authorization from the dean, each student is required to take in each semester courses aggregating not less than twelve and not more than sixteen hours.

The program in the second and third years is entirely elective, with the exception of The Legal Profession, which is required. In planning an elective program, the student should bear in mind that certain courses are prerequisites to other advanced courses:

Business Associations is a prerequisite to Business Planning, Corporate Finance, Securities Regulation, Corporate Taxation, and Seminar in Corporate Planning and Drafting;

Civil and Criminal Trial Practice is a prerequisite to the clinical seminars in Criminal Justice Administration, Civil Justice Administration, and Juvenile Justice;

Commercial Law is a prerequisite to Debtors' Estates;

Corporate Taxation is a prerequisite to Business Planning and may be taken concurrently;

Evidence and Criminal Procedure are prerequisites to trial practice courses; Estate and Gift Taxation and Trusts and Estates I and II are prerequisites to Seminar in Estate Planning;

Labor Law is a prerequisite to the Seminar in Public Sector Collective Bargaining;

Labor Law is a prerequisite to the seminars in Arbitration and Collective Bargaining and Internal Union Affairs;

Personal Income Taxation is a prerequisite to other tax courses, except that it may be taken concurrently with Estate and Gift Taxation;

Trusts and Estates I is a prerequisite to Trusts and Estates II.

The student should also bear in mind that, although the program in the second and third years is entirely elective, for logical course progression and in order to avoid conflicts in the class schedule, it would be advisable for certain basic electives to be taken in the second year and certain other electives in the third year.

Clinical Education. In its continuing efforts to provide a broad legal education, Duke Law School has made a strong commitment to the development of clinical legal education. At the present time the clinical program is staffed by two members of the faculty and four graduate fellows offering four-credit clinical courses in criminal justice administration, civil justice administration, and juvenile justice. These courses combine simulation and gaming techniques with closely supervised representation of clients for maximum educational benefit to the students involved.

No student may take two four-credit clinical seminars during the same semester.

Clinical experience of a different nature is also available in the following courses and seminars: Civil and Criminal Trial Practice; Seminar in Corporate Planning and Drafting; Seminar in Estate Planning; and Seminar in Legal Problems of a University.



Second-Year Recommended Courses

<i>Courses</i>	<i>Fall</i>		<i>Spring</i>
Administrative Law			3
Business Associations*	4	or	5
Commercial Law	4	or	4
Corporate Taxation			3
Criminal Procedure*	2	and	2
Estate and Gift Taxation	3		
Evidence*	3	or	3
Labor Law	3	or	3
Legal Accounting			2
Personal Income Taxation	3		
Trusts and Estates I*	3		
Trusts and Estates II*			3
Trusts and Wills			3

Other Electives

Admiralty			3
Antitrust	4		
Business Planning			3
Conflict of Laws			3
Corporate Finance			2
Debtors' Estates			3
Environmental Law			3
Family Law			3
Federal Courts	3		
International Business Transactions	3		
International Law	3		
Jurisprudence	3		
Labor Standards	2		
Land Use Planning	2		
Legal Profession			2
Modern Real Estate Financing			3
Psychiatry for Lawyers			2
Regulated Industries			3
Securities Regulation	3		
State and Local Government	2		
Workmen's Compensation			2

Seminars

Arbitration and Collective Bargaining			2
Civil and Criminal Trial Practice	3	or	3
Clinical Seminar in Civil Justice			
Administration	4	or	4
Clinical Seminar in Criminal Justice			
Administration	4	or	4
Comparative Law	3		
Corporate Planning and Drafting			2
Estate Planning	2	or	2
Federal Practice of Civil Rights and Civil Liberties			3
International Organizations			2
Jurisprudence	2		
Medical-Legal-Ethical Issues			2
Public Schools			3
Public Sector Collective Bargaining			2
Racial Discrimination	2		
Sex Discrimination			2
Independent Research	—	and	—

*For those intending to take advanced courses and seminars in area

Not Offered 1978-1979

Clinical Seminar in Juvenile Justice
Community Property
Labor Relations I and II
Legal History
Seminar in Commercial Law
Seminar in Communications Law and Policy
Seminar in Criminal Law
Seminar in First Amendment Theory
Seminar in Internal Union Affairs
Seminar in Law, Politics, and Legislation
Seminar in Legal Issues in Health Care
Seminar in Military Law
Seminar in Motion Picture Production, Finance, and Distribution
Seminar in Tax-Exempt Organizations

All students are advised to study carefully the rules governing admission to the bar in each jurisdiction in which they are considering practicing after graduation. Some states, such as Indiana and Ohio, have specific requirements and others, such as New York, have detailed provisions relating to other matters. Students should also be aware that some federal district courts have promulgated or are considering rules requiring the successful completion of certain courses as a prerequisite for admission to practice. For example, a committee of the United States Court of Appeals for the Second Circuit has recommended that applicants for admission to the District Courts of that circuit show that they have successfully undertaken courses in evidence, civil procedure, criminal law and procedure, professional responsibility, and trial advocacy.

UPPERCLASS COURSE DESCRIPTIONS

200. Administrative Law. Administrative agencies and legislative authority; information gathering and withholding; rulemaking and order-formulating proceedings; judicial review of administrative action; constitutional limitations on administrative powers. 3 s.h. spring. *Fleishman*

400. Admiralty. The special body of law governing maritime affairs, especially the transportation of goods and passengers by water. Admiralty jurisdiction; marine insurance; carriage of goods, charter parties; general average; rights of injured seamen and others; collision; salvage; maritime liens and ship mortgages; limitations and liability; governmental activity in shipping. 3 s.h. spring. *Paschal*

205. Antitrust. A study of the federal antitrust laws and the policy of using competition to control private economic behavior. 4 s.h. fall. *Kissam*

210.1 Business Associations. The process of incorporation, promoters, and preincorporation transactions; distribution of powers within that corporation; workings of the proxy system; special features of the close corporation; duties and liabilities of insiders; problems in connection with the purchase or sale of any security; shareholders derivative suits and related rights and comparison with general principles of agency and partnership. In addition: generalized treatment of financing of corporate enterprise; governmental regulations of distribution of public issues of securities, dividends, and other distributions to shareholders; fundamental changes by recapitalization, merger, and other combinations. (Special treatment of those topics is reserved for other courses and seminars, particularly Corporate Finance, Securities Regulation, and Business Planning.) 4 s.h. fall. *Prunty*

210.2 Business Associations. This course examines the state and federal law pertinent to corporations and, to a lesser extent, partnerships, as business entities.

Detailed attention is given to the legal ground rules for the life cycles of corporations—to their organization, pre-incorporation transactions, basic financial structure, internal governance arrangements, dissolution and other fundamental changes. Further, a detailed study is made of those portions of the federal securities law which most closely affect the organic law of the corporation—federal regulation of the proxy system and of tender offers, and federal restraints on inside trading and certain other transactions in securities. Portions of the course are organized around a series of hypothetical problems designed to place the course materials in a realistic business planning context and to emphasize the role of the corporate lawyer in facilitating clients' goals while minimizing adverse legal risks. Students will submit written solutions to two such planning problems during the course. 5 s.h. spring. *DeMott*

300. Business Planning. This course involves advanced work in corporation partnership and income tax law, securities regulation, and accounting on a series of problems that commonly and currently face business lawyers in the formation and financing of business organizations; restructuring ownership interests and financing their withdrawal; share repurchases for insiders' strategy; sales and purchases of businesses; merger and other enterprise combination, enterprise division, and dissolution. The problems are analyzed, and solutions are presented in class discussion and papers by an integrated approach that embraces the interplay of restraints posed by various areas of the law. Corporate Taxation is prerequisite to this course. May be taken concurrently. 3 s.h. spring. *Cox*

215. Commercial Law. This integrated study of the law governing commercial transactions emphasizes the application of the Uniform Commercial Code, particularly the articles dealing with sales, secured transactions, and commercial paper. A primary objective of the course is the development of an analytical basis for interpretation of this statute. The business judgments of commercial practice provide an interpretative framework. The structure of typical transactions is emphasized to suggest both the interrelation of the several articles of the code and the relevance of other statutory and decisional law. Topics which are given particular emphasis include the function of common forms of commercial paper, the mechanics of the bank collection process, and the operation of retail credit systems. 4 s.h. fall; 4 s.h. spring. *Shimm and Benfield*

218. Community Property. The marital property laws of Arizona, California, Idaho, Louisiana, Nevada, New Mexico, Texas, and Washington; comparison to Spanish system. Students elect one state's laws to research weekly problems. Offered in alternate years. 2 s.h. fall. (Not offered 1978-79.)

310. Conflict of Laws. A study of the special problems which arise when the significant facts of a case are connected with more than one jurisdiction. Recognition and effect of foreign judgments; choice of law; federal courts and conflict of laws; the United States Constitution and conflict of laws. 3 s.h. fall. *Reppy*

315. Corporate Finance. Diverse characteristics of shares and creditor securities; consideration and payment of shares and creditor securities; rights and option in shares; capital and surplus and related accounting concepts; limitations on dividends and share repurchases; impact of federal regulation on promoter's role and public-issue financing; anatomy of merger, asset and stock acquisitions; alteration, and combining of corporations. 2 s.h. spring. *Cox*

320. Corporate Taxation. A selection of substantial income tax problems affecting corporations and shareholders. 3 s.h. spring. *Luther*

222. Criminal Procedure: Police Procedure. A study of the basic elements of criminal procedure, with special emphasis upon "stop and frisk," arrest, search and seizure, confession suppression, lineups, electronic surveillance, and operation of the exclusionary rule. 2 s.h. fall; 2 s.h. spring. *Lefstein and Pye*

223. Criminal Procedure: Formal Procedure. A study of the basic elements of criminal procedure, with special emphasis upon bail, criminal discovery, plea bargaining, prosecutorial discretion, preliminary hearings, the grand jury, professional ethics in criminal cases, speedy trial, and sentencing. 2 s.h. spring. *Everett*

325. Debtors' Estates. A study of the methods by which conflicts between the financially distressed debtor and creditors, and conflicts among creditors may be resolved. Considered and comparatively evaluated are remedies invoked by both the debtor and a creditor or creditors, those looking to both debtor-liquidation and debtor-rehabilitation, and those both without and within the Bankruptcy Act. These remedies include individual collection procedures, common law settlements, general assignments and receiverships, straight bankruptcy, and chapter proceedings. Against this background, proposed legislative changes are discussed and appraised. 3 s.h. spring. *Shimm*

359. Economic Analysis of Legal Issues. This course will explore diverse topics in law and economics such as property rights and externalities, tort law and optimal accident prevention, deterrence and criminal prosecution, antitrust economics, public utility regulation of natural and other monopolies, economic effects of administrative procedure, bargaining and game theory, the economics of contracts, and theories of economic justice. 3 s.h. spring. *Owen*

327. Environmental Law. A study of recent statutes and cases related to environmental management and natural resource protection. Emerging national environmental policy is examined within its social, economic, and ecological context. 3 s.h. spring. *Sizemore*

330. Estate and Gift Taxation. The principal emphasis of the course is on the federal estate and gift taxes. Consideration is also given, however, to the related portions of the federal income tax dealing with the taxation of the income of estates and trusts. 3 s.h. fall. *Luther*

225. Evidence. A study of the theory and rules governing the presentation of evidence to a judicial tribunal including the function of the judge and jury the concept of relevancy; character evidence, judicial notice; real and demonstrative evidence; authentication of writings, the best evidence rule; competency, impeachment, and rehabilitation of witnesses; hearsay and the exceptions to its exclusion; privileged communications. 3 s.h. fall; 3 s.h. spring. *Bocchino and Beskind*

335. Family Law. Developments in the relationship between the state and the family. The course will survey the spectrum of family relationships and activities regulated in some fashion by the state, including procedures for marrying, legal relationships within an ongoing family, and problems in the dissolution of the family. Special emphasis will be placed on agreements concerning the custody of children and property settlements on divorce. There will be some discussion of the family as seen by other behavioral disciplines. 3 s.h. spring. *Lewis*

340. Federal Courts. A study of the federal courts with respect to the part played by them in achieving a workable federalism. Special attention will be given to the original jurisdiction of the federal district courts, the relationship of the federal courts to state courts and state law, and the permissible and desirable range of federal judicial power. 3 s.h. fall. *Paschal*

345. International Business Transactions. Legal framework of United States foreign trade and investment; foreign trade and investment laws of selected foreign countries; function of international economic law; international economic agreements; problems of foreign trade and investments. 3 s.h. fall. *Grzybowski*

230. International Law. A survey of public international law of peace, as evidenced especially in decisions of national and international courts; the drafting and interpretation of treaties; the nature of handling of international claims; the organization and jurisdiction of international tribunals with special reference to the International Court of Justice; developments with respect to the codification of international law. 3 s.h. fall. *Robertson*

235. Jurisprudence. A historical examination of the development of legal philosophy from ancient times to the contemporary period. 3 s.h. fall. *Christie*

247. Labor Law. A study of the role of law in the establishment of collective bargaining in the private sector—the creation of the bargaining relationship, the negotiation and enforcement of the collective agreement, the regulation of industrial disputes, and the relationship of the union to its members. This course is offered as an alternative to Labor Relations I and II; students may not take both Labor Law and Labor Relations. 3 s.h. fall; 3 s.h. spring. *St. Antoine and Livengood*

240. Labor Relations I. This course, in combination with Labor Relations II, is envisioned as an integrated, full-year, four-hour program in basic labor relations law. However, it is recognized that some students are primarily interested in other fields and want only enough labor law to enable them to recognize a labor problem when they see one and to know when to consult a specialist. Consequently, Labor Relations I can be taken independently. Its core is the establishment of the collective bargaining relationship—with emphasis upon the organizational process and the law relating to strikes, lockouts, picketing, boycotts, and unfair labor practices. A concerted effort is made to include enough collective bargaining law to avoid leaving the distorted impression that labor relations consist exclusively, or even primarily, of economic warfare. (Not offered 1978–79.)

245. Labor Relations II. It is anticipated that most students who take Labor Relations I will continue with Labor Relations II, and the former is a prerequisite to the latter. The primary focus of the course is upon the negotiation and administration of collective agreements after the bargaining relationship has been established. Attention is given to the duty to bargain (its nature, scope, and duration), the terms of the labor-management contract, and procedures for orderly dispute settlement (arbitration, mediation, and judicial enforcement). As time permits, some consideration is given to the frontiers of labor law—public sector bargaining, national emergency disputes, internal union affairs, and individual employee rights. Obviously, the line between Labor Relations I and II is artificial and it will not always be drawn in the same place. It is contemplated, however, that the student who has taken Labor Relations I, Labor Relations II, Labor Standards, and the seminars in Arbitration and Collective Bargaining and Internal Union Affairs will have had a fairly comprehensive exposure to the major areas of labor law. (Not offered 1978–79.)

350. Labor Standards. Government regulation of conditions of employment, including the Fair Labor Standards Act, unemployment insurance, workmen's compensation, equal employment opportunity, OSHA, ERISA, and other social security legislation, and related laws establishing minimum standards for the creation, continuance, and termination of the employment relationship. In addition to providing an opportunity for contrast between government dictate and private collective bargaining as the avenue for determining conditions of employ-

ment, the course is intended to afford survey exposure to employment-related problems which otherwise would require enrollment in several different courses. 2 s.h. spring. *Livengood*

355. Land Use Planning. A survey of legislative, administrative, and judicial controls utilized to facilitate the orderly development and redevelopment of real property. This consideration will include public and private nuisance, zoning, subdivision control, housing codes, street mapping, and condemnation. The clash of individual and societal interests in land use is explored through cases involving the distinction between valid police power regulations and "takings" for public use which require payment of compensation. Problems of urban renewal, regional planning, and pollution of water and air also receive consideration. 2 s.h. fall. *Everett*

357. Law and the Arts. An introduction to basic problems in entertainment law, the area of speciality practice involving the representation of publishers, broadcasters, cable television operators, film producers, artists, writers, musicians, and performers. The course includes detailed instruction in the law of copyright as well as unfair competition in artistic works, the protection of ideas, the right of publicity and performers' rights, and selected aspects of defamation and invasion of privacy. 3 s.h. fall. *Lange*

250. Legal Accounting. An examination and analysis of accounting principles and practices necessary for understanding and investigating facts relevant to a variety of legal problems. The course is designed to familiarize students with the language of accounting, what it discloses and what it leaves unsaid, and how the work of accountants is used by government in regulation of business, by business managers in making decisions, by lawyers in solving legal problems, and by



investors and lenders in managing and protecting their property. 2 s.h. spring. *Luther*

410. Legal History. A study of the development of fundamental English and American legal institutions. (Not offered 1978-79.)

360. Legal Profession. A study of the function of lawyers; the organization of legal education and the profession, legal relations between lawyers and clients including fee arrangements, and lawyers' liability for malpractice; standards of professional conduct; techniques for making legal services available, role of lawyers in litigation, negotiation, counseling, and politics. 2 s.h. spring. *Carrington*

365. Modern Real Estate Financing. An examination of techniques of real estate financing including conventional mortgages, subdivision development, and federal assistance to real estate developers. 3 s.h. spring. *Everett*

255. Personal Income Taxation. An introduction to federal income taxation, with emphasis on the determination of income subject to taxation, deductions in computing taxable income, the character of the income realized, and the proper taxpayer on which to impose the tax. 3 s.h. fall. *Luther*

530. Psychiatry for Lawyers. Factors that influence personality development throughout the life cycle and major psychiatric syndromes will be explored and discussed as a means of affording greater insights into problems that are presented in a variety of legal contexts. 2 s.h. spring. *M. Shimm and C. Shimm*

370. Regulated Industries. A study of government economic regulation in such regulated industries as transportation, electric power, telephone, broadcasting, oil and gas, and health care, with emphasis on control of entry, mergers, and rates, and on the interface between regulation and the antitrust laws. 3 s.h. spring. *Kissam*

332. Remedies. A survey of the law of judicial remedies in various fields of substantive law. Primary emphasis will be on injunctive and other equitable relief and on remedies doctrines in civil rights cases. 2 s.h. spring. *Rowe*

375. Securities Regulation. A study of the federal and state securities laws and the industry they govern with emphasis on the mechanics and regulation of the distribution process and trading in securities; subjects dealt with include the functions of the Securities and Exchange Commission, registration and disclosure requirements and related civil liabilities, "blue-sky" laws, proxy solicitation and reporting requirements, broker-dealer regulation, the self-regulatory functions of the exchanges, and the regulation of investment companies. 3 s.h. fall. *Schoenbaum*

390. State and Local Government. This course examines the scope of local government power, intergovernmental relations, legislation by local government, enforcement of regulatory measures, labor-management relations in public employment, financing local government, public expenditures, urban renewal, housing and code enforcement, eminent domain, and governmental tort liability. 2 s.h. fall. *Everett*

265, 270. Trusts and Estates I and Trusts and Estates II. Noncommercial property dispositions, both testamentary and *inter vivos*, including the following topics: the estate system, trusts, and powers of appointment as instruments for estate planning; interstate succession; execution and revocation of wills; creation of trusts; class gifts and construction; ademption and lapse; integration of dispositive schemes; charitable trusts; resulting trusts; remedies for wrongful interference with succession and transfer; problems in trust administration; rules against perpetuities, accumulations, and restraints on alienation. (Students may

take one or both semesters, except that Trusts and Estates I is a prerequisite to Trusts and Estates II. Contracts and Property are both prerequisites to Trusts and Estates I.) Trusts and Estates I, 3 s.h. fall. *Sparks*. Trusts and Estates II, 3 s.h. spring. *Sparks*

273. Trusts and Wills. Intestate succession; making and revoking of wills; limitations on testamentary power; will substitutes; the creation of private express trusts; charitable trusts; fiduciary responsibility. Future interest problems (such as the rule against perpetuities) will not be covered. This course is offered as an alternative to Trusts and Estates I and II; a student may not take both Trusts and Wills and Trusts and Estates. 3 s.h. spring. *Reppy*

547. Workmen's Compensation. This course covers the main elements of workmen's compensation law in the United States, together with questions of conflict of laws, third-party actions, and coordination with other social insurance programs. 2 s.h. spring. *Larson*

SEMINAR DESCRIPTIONS

380. Civil and Criminal Trial Practice. An introduction to the civil and criminal litigation process and attendant skills. The course emphasizes the interactions between attorneys and their clients and between lawyers and juries by use of simulation and videotape pedagogy. Areas of inquiry include interviewing, negotiation, trial evidence, jury selection, opening statements, closing arguments, and direct and cross examination. Each student completes the course requirements by participating as counsel in a full jury trial. Prerequisites: Civil Procedure, Criminal Procedure, and Evidence. 3 s.h. fall. *Beskind and Tanford*. 3 s.h. spring. *Bocchino and Fox*

531. Clinical Seminar in Civil Justice Administration. Two-hour classroom component of simulated cases from initial client interview through discovery and trial coupled with extramural placement to practice at least ten hours each week under the North Carolina Third-Year Practice Rule. Past placements have included legal aid offices in Durham, Raleigh, and Hillsborough and the consumer protection division of the North Carolina attorney general's office. Prerequisites: Civil Procedure, Criminal Procedure, Evidence, and Trial Practice. 4 s.h. fall; 4 s.h. spring. *Fox and Taylor*

521. Clinical Seminar in Criminal Justice Administration. An examination of the criminal justice system from the point of view of the criminal justice practitioner. Using videotape simulation and gaming techniques, students will participate as attorneys in a mock case from initial interview through trial covering all aspects in the development of criminal litigation. The clinical phase of the seminar requires each student to practice with criminal justice practitioners pursuant to the North Carolina Rules Governing Practical Training of Law Students. Placements include district attorneys' offices and private defense counsel. Prerequisites: Civil Procedure, Criminal Procedure, Evidence, and Trial Practice. 4 s.h. fall. *Tanford*. 4 s.h. spring. *Mailman and Tanford*

533. Clinical Seminar in Juvenile Justice. Legal problems of young people in such areas as custody, delinquency, education, and mental health are analyzed in this seminar. Class work includes both substantive lectures and practical simulations designed to expose the participants to a variety of judicial proceedings. Each student will also be placed with an agency or attorney, either public or private, involved in the preparation of cases for judicial determination. (Not offered 1978-79.)

525. Seminar in Arbitration and Collective Bargaining. An intensive examination of significant problems in collective bargaining, union-management relations, and labor dispute settlement, with emphasis upon the drafting and interpretation of contract clauses, theories and techniques in contract negotiation, grievance handling, voluntary arbitration, and other procedures for the adjustment of disputes, comparison of collective bargaining in the public and private sectors, and the interrelation of the legal and economic aspects of labor problems. 2 s.h. fall. *Livengood*

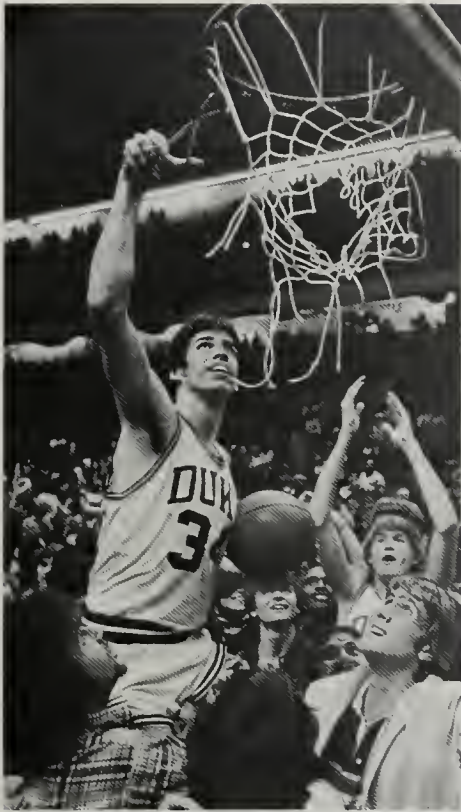
552. Seminar in Commercial Law. Specialized problems in four articles (2, 3, 4, and 9) of the Uniform Commercial Code usually covered in existing courses in Contracts and Commercial Law, plus additional topics not covered elsewhere. As time permits, attention will be given to such matters as letters of credit (Article 5), recent federal regulations affecting credit markets, and certain common law arrangements between creditors. There will be several planning and drafting exercises in which students will be asked to prepare the documents to be used in hypothetical transactions. Some issues are more suited to a research approach, and for these students will prepare office memos or opinion letters. Some assignments will also involve reading cases and statutes for classroom discussion. (Not offered 1978-79.)

503. Seminar in Communications Law and Policy. This course includes instruction in the following areas: First Amendment theory and development; regulation of the media as businesses; the right to gather information; proposed rights of access to the press; defamation and invasions of privacy; copyright; the regulation of obscenity and indecent matter; and the special regulatory position of the electronic mass media under the Communications Act of 1934, with particular emphasis on license applications and renewals, cross-ownership and control, network practices, programming, and cable and pay television. Students are required to write research papers. (Not offered 1978-79.)

512. Seminar in Comparative Law. An examination and comparison of the law of selected jurisdictions on certain specific topics. The history, sources, and methods of the civil law will be investigated, discussed, and compared with those of common law countries, with specific emphasis on administrative law and procedure, social welfare programs, and judicial review of administrative action. 2 s.h. fall. *Grzybowski*

625. Seminar in Constitutional Law—Theories of Constitutional Adjudication. An examination of the role of the Supreme Court and methods of deciding constitutional issues, beginning with such topics as the relevance of constitutional history, legislative and administrative motive, "legislative facts," and interest balancing; continuing with doctrinal problem areas such as substantive due process and fundamental rights; and concluding with consideration of current constitutional cases raising issues discussed earlier in the seminar. There will be a writing requirement; there may also be an individual or class option for an exam with a reduction in the writing requirement. 3 s.h. fall. *Rowe*

505. Seminar in Corporate Planning and Drafting. The student is given hypothetical corporate problems (perhaps taken from the practicing lawyer's desk) on a client's proposed course of action; each problem is designed to require the student to grasp the business situation and goals involved, analyze for pertinent legal principles, plan the transaction to avoid legal business (including taxation) pitfalls, plan the requisite steps to consummate the desired transaction, draft the appropriate papers, and present research. 2 s.h. spring. *Pinna*



510. Seminar in Criminal Law. Current problems in administering criminal justice, including studies of theory and technique in criminal procedure (investigation, prosecution, and defense of criminal charges), inquiry into basic policy in the use of criminal sanctions for the promotion of public order, consideration of contemporary developments (legislative, judicial, and administrative) in criminal law, and analysis of specific problem areas such as mental responsibility, sexual deviation, attempts, and vicarious liability. (Not offered 1978-79.)

515. Seminar in Estate Planning. Seminar devoted to problems and techniques of tax and estate planning. 2 s.h. fall; 2 s.h. spring. *Powe and Sparks*

500. Seminar in the Federal Practice of Civil Rights and Civil Liberties. A combination of advanced constitutional law and federal practice, working through a series of problems to provide: (a) familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. 3 s.h. spring. *Van Alstyne*

502. Seminar in First Amendment Theory. This seminar explores the origin, development and divergent expressions of First Amendment theory. Students begin by tracing the earliest historical roots of the concept of freedom of expression; they pursue the development of that concept in England after the Norman invasion, in the context of confrontations between Church and Crown; they consider the impact of the introduction of the press into English life after 1476 and through the Fox Libel Act; they evaluate the Colonial experience with free expression; they study the immediate historical setting for the adoption of the First Amendment, and in particular, the relationship between its adoption and the

concept of federalism; they examine the practice of free expression through the rise of radical syndicalism in late nineteenth-century America and on to the early Supreme Court cases; and finally, they reexamine the development and statement of contemporary theories. (Not offered 1978–79.)

520. Seminar in Internal Union Affairs. The focus of the seminar is on the internal functioning of labor organizations, with particular emphasis on the application of the Labor-Management Reporting and Disclosure Act of 1959 and that segment of federal decisional law under the Labor-Management Relations Act which considers a union's obligations to its membership. Class sessions are topically structured to consider the union's duty of fair representation, its authority to discipline individual members, its obligations with regard to internal elections and financial integrity, and the limitations upon its demand of loyalty from its membership. Consideration is also given to the relationship of the local union to its international body. (Not offered 1978–79.)

563. Seminar in International Organizations. This course explores the principal legal questions, including current controversies, affecting the United Nations and other international organizations. 2 s.h. fall. *Larson*

566. Seminar in Jurisprudence. An intensive inquiry into specific problems of modern jurisprudential theory. 2 s.h. fall. *Christie*

620. Seminar on Law of the Sea. An examination of the legal problems resulting from man's uses of the seas and the efforts made toward resolution of those problems. The seminar's focus will be on the jurisdictional problems created by the competing claims of nation-states to competence as to the territorial sea, the continental shelf, the contiguous zone, economic zones and the seabed. These claims will be examined in the context of specific uses of the seas, including navigation, military, fishing, extraction of minerals, and scientific research. Prerequisite: International Law (may be taken concurrently). 2 s.h. fall. *Robertson*

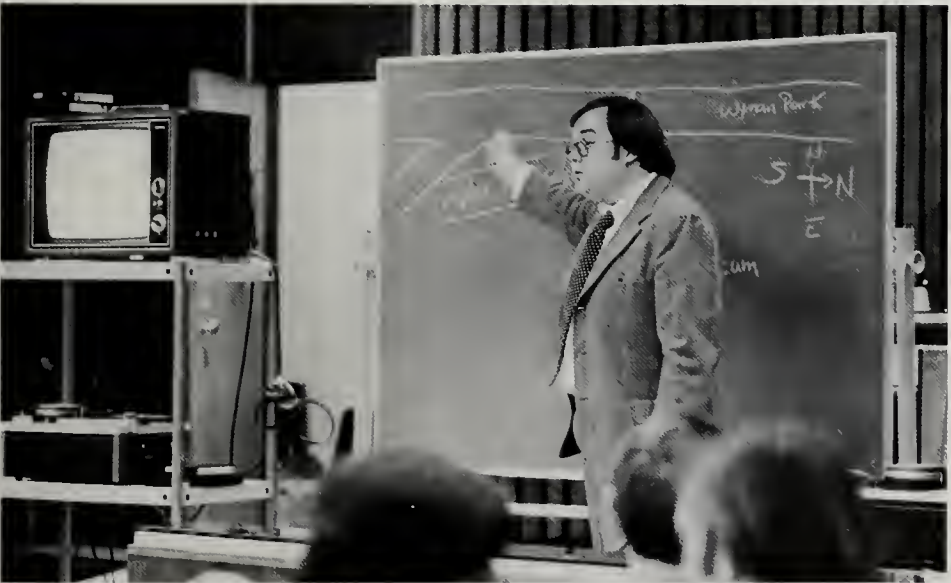
356. Seminar in Law, Politics, and Legislation. An examination of the statutory and constitutional regulation of political activity. Topics include lobbying, campaign practices, campaign financing, political influence in administrative decision-making, conflict of interest, as well as others. (Not offered 1978–79.)

528. Seminar in Legal Issues in Health Care. A study of the health care delivery system and the legal problems it presents. The seminar will direct attention to licensing and other controls over physicians and other health personnel, the law of medical malpractice and other mechanisms for assuring the quality of care, regulatory mechanisms to contain costs, and proposals for national health insurance or other fundamental reform. 2 s.h. fall. (Not offered 1978–79.)

358. Seminar in Legal Problems of a University. A problem approach to the issues raised by the transaction of business by a university. 2 s.h. fall. *McDonald*

527. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. 2 s.h. spring. *Shimm (Law), Smith (Divinity), and Dyer (Medicine)*

570. Seminar in Military Law. A study of military jurisdiction, the rights of military personnel, and the body of both substantive and procedural law that has developed under the Uniform Code of Military Justice. In addition to its other goals, the seminar will seek to develop skills in statutory interpretation and to encourage comparisons between civilian and military criminal law administration. (Not offered 1978–79.)



504. Seminar in Motion Picture Production, Finance, and Distribution. This practical, problem-oriented seminar explores most legal aspects of the independent motion picture production. The subject matter includes legal restraints on capital acquisition by antitrust laws; conventional bonding and financing agreements; application of tax laws and availability of foreign and American tax shelters; the producer's relationship with authors, writers, composers, actors, directors, cinematographers, editors, and members of the production crew under such relevant but diverse laws as copyright and labor; and conventional release, distribution and exhibition agreements, with some emphasis on

antitrust law. Basic working knowledge of the motion picture industry or comparable entertainment industry background is presupposed. Certain aspects of the course may be transferable to other forms of independent production, such as musical performances, recording, or theater. Course requirements include extensive research and drafting, and some negotiations. Enrollment will be limited to three to five students, with permission of the instructor required to enroll. (Not offered 1978-79.)

535. Seminar in Public Schools. This course examines public elementary and secondary education from two perspectives. The initial focus is on the institutional and legal framework—the organization, financing, and governance of public schools and their relationship to other governmental bodies. The second part of the course examines education and the educational system from the perspective of the individual student. The various concepts of equal educational opportunity—equal resources, equal treatment regardless of race or color, equal outcomes—are reviewed. 3 s.h. spring. *Levin*

519. Seminar in Public Sector Collective Bargaining. A study of the special problems posed by the adoption of collective bargaining for state and local employees. The course will consistently investigate the degree to which the law that has developed in the private sector is translatable into public employment. Prerequisite: Labor Relations I. 2 s.h. fall. *St. Antoine*

573. Seminar in Racial Discrimination. This seminar examines the legal aspects of the principal areas of racial discrimination—political and legal rights, public accommodations and facilities, education, employment, and housing—with emphasis on recent federal statutes and Supreme Court decisions. 2 s.h. fall. *Larson*

575. Seminar in Sex Discrimination. The principal forms of sex discrimination are covered including legal, political, educational, personal, and marital, with the major portion of the seminar concentrating on sex discrimination in employment. 2 s.h. spring. *Larson*

581. Seminar in Tax-Exempt Organizations. A study of the exemption from federal income tax accorded to a variety of public and private organizations and the tax treatment of contributions to such organizations, the public policies underlying the exemption from tax and deductibility of contributions, and the broad new enforcement powers to be undertaken by the Internal Revenue Service. (Not offered 1978-79.)

COURSES IN OTHER DIVISIONS OF THE UNIVERSITY

The courses in other divisions of the University which are listed below may be of particular interest to law students.

Business Administration

346. Public Policy of the Firm. Builds on the theory of market failure to describe the rationale for societal intervention in business activities and reasonable firm responses. Considers environmental action, monopoly relations, discrimination, poverty, consumer issues, and problems arising from shifts in demand and supply. 3 s.h. spring. *Instructor to be announced.*

Philosophy

206.S. Topics in Ethical Theory. Responsibility in legal and moral contexts. 3 s.h. spring. *Golding*

204SA. Philosophy of Law. Natural law theory and positivism; the idea of obligation (legal, political, social, moral); and the relation of law and morality. 3 s.h. fall. *Golding*

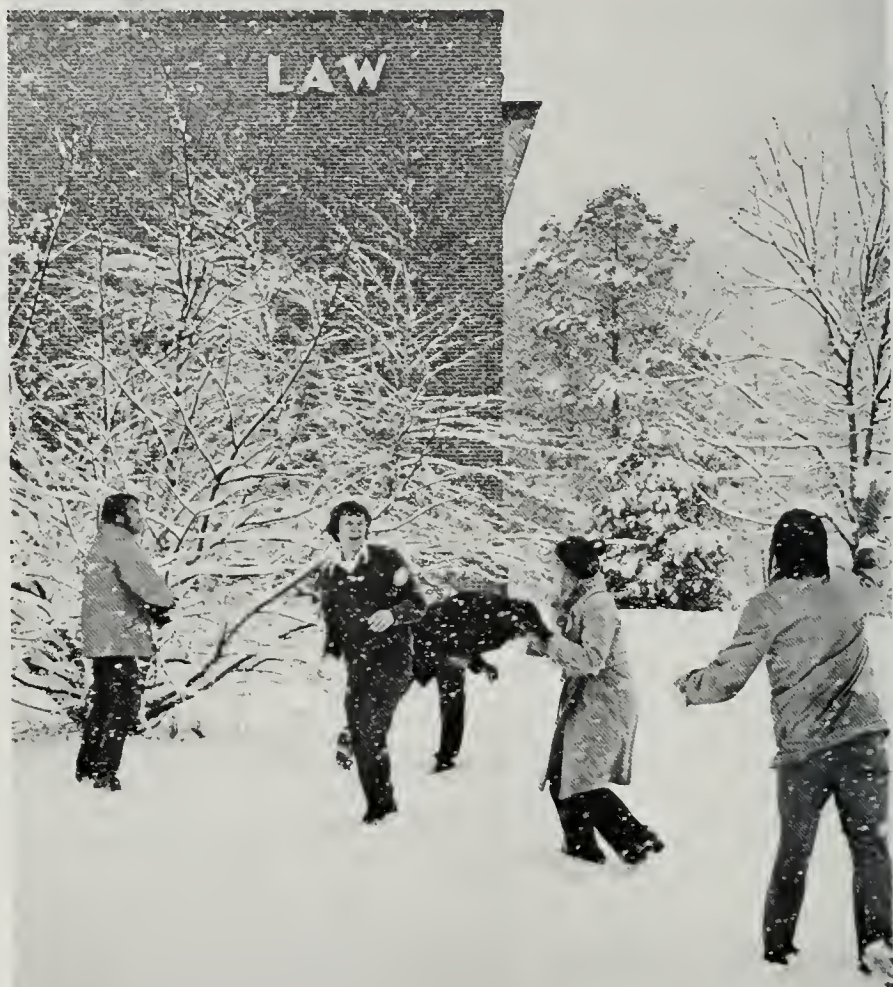
Public Policy Sciences

221. Analytical Methods I: Decision Analysis for Public Policy-Makers. Methods for structuring decision dilemmas and decomposing complex problems, for appraising the decision-maker's preferences for these consequences, and for reexamining the decision. 3 s.h. fall. *Behn*

222. Analytical Methods II: Data Analysis for Public Policy-Makers. Sampling theory, Bayesian statistics, and regression analysis. Examples from problems in health care, transportation, crime, urban affairs, and politics. 3 s.h. spring. *Fischer*

224. Applications of Administrative and Organization Theory. Behavioral analysis of public organizations. Impact of organizational structures, individual needs and motivation, and politics on the formulation and implementation of policy by public bureaucracies. 3 s.h. spring. *Hawley*

Student Life



The University

Duke University has an enrollment of 9,471 students from every state and many foreign countries. Trinity College of Arts and Sciences, the Graduate School, the Graduate School of Business Administration, the Schools of Divinity, Engineering, Forestry and Environmental Studies, Law, Medicine, Nursing, the Marine Laboratory, and the Duke Hospital are the major components of the University. The University is about two miles from the business district of Durham and is situated on wooded hills constituting part of the 8,000-acre Duke Forest.

Durham, with a population of approximately 100,000, is in the piedmont region of North Carolina. Although Duke Law School is not located in a major metropolitan area, the resources of the combined Durham-Chapel Hill-Raleigh area approximate those of many urban areas. Each of these cities contains a major university. The physical proximity of Duke to the University of North Carolina, only eight miles away, and North Carolina State University, twenty-five miles away, makes Chapel Hill and Raleigh readily available for shopping and social and cultural activities. The "Triangle" area has a total combined student population of over 50,000. A large facility of the Environmental Protection Agency is located in the Research Triangle Park, a developing area south of Durham. Durham is noteworthy among southern cities for its thriving black business community including the headquarters of a major black insurance company.

Living Accommodations

Housing. The majority of law students, both married and single, live in private off-campus housing. Apartments in Durham are plentiful and by national standards moderate in price. Good roads and the absence of heavy traffic make commuting to the Law School from a considerable distance easy. This enables students to choose from a wide variety of housing types. A full range of housing from ultra-modern apartments to rustic cottages is located within minutes of the School. Students desiring to live in off-campus housing may obtain from the assistant dean's office in midsummer a list of similarly situated incoming students with whom they will be able to share housing expenses. Both married and single students desiring to live off-campus should plan to come to Durham one to two weeks early to find housing.

Campus housing in the Trent Drive Hall and in apartments is described in the chapter on Financial Information.

Opportunities to serve on the residential staff in undergraduate dormitories are available. The living accommodations vary in different dormitories, but usually consist of a single room or a two-room apartment. The positions also provide financial assistance. Interested students or spouses should contact the Office of the Dean of Students, 121 Allen Building, Duke University, Durham, North Carolina 27706. Interviews are held in the spring.

Dining Facilities

Dining facilities are located in the Union Building, within easy walking distance of the Law School. The cost of food for the academic year will average approximately \$945 if a student dines in University cafeterias.

A large number of law students prefer to bring their lunches from home and eat in one of the student lounge areas in the Law School. Vending machines are located on the ground floor.

Placement Service

Placement of Duke Law School students and graduates is the concern of an active placement office located in the Law Building. Its staff is composed of one full-time director, one full-time assistant, and several student assistants. The activities of the placement office can be broken down into three general categories: coordination of an extensive on-campus recruiting season; production of the *Placement Bulletin* and other publications designed to introduce the Law School and its students to the legal community; and custodial responsibility for a wealth of materials on legal careers, available positions, bar membership, and other related areas.

The on-campus recruiting season takes place primarily during the fall of the year when about 200 employers send representatives to interview members of the two upper classes. As a result of these interviews a substantial number of students in each of these classes receive offers of employment. Ninety-five percent of the 1977 graduating class reported employment, with an average starting salary of \$18,000.

Duke was the first law school to initiate a *Placement Bulletin*, a type of publication since adopted by a number of other schools. The *Placement Bulletin*, now in its twenty-eighth edition, contains the pictures and brief resumes of the graduating and second-year students. It is widely circulated among selected law firms, companies, government agencies, and other potential employers.

As the repository for a vast amount of information which is of interest to every student in the Law School, the placement office accepts the responsibility of encouraging students to explore the variety of careers available to them and of teaching students about job-hunting as well. Orientation meetings for students in all three classes are conducted by members of the staff, upperclass students, and invited speakers. The information on file in the office includes an extensive list of inquiries from employers in all parts of the country who are unable to interview at the Law School. A file of background information is maintained for every employer who has been in contact with the Law School during the past few years.

Finally, it must be remembered that the students themselves are primarily responsible for finding employment. They must be willing to devote a large amount of their time to letter writing and to interviewing, both on and off campus. It is common knowledge that the law schools of America are graduating more students than the number of available positions traditionally occupied by lawyers. The Law School diligently attempts to assist its graduates, but the ultimate responsibility rests with the student.

Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University Health Service is to provide medical care and health advice necessary to help the student enjoy being a part of the University community. To serve this purpose, both the University Health Services Clinic and the University Infirmary are available for student health care needs.

The main components of the health service include the University Health Services Clinic, located in the Pickens Building on West Campus, and the University Infirmary on the East Campus. Emergency transportation, if required, can be obtained from the Duke Campus police. Residential staff personnel should be consulted if possible for assistance in obtaining emergency treatment.

The facilities of the University Health Services Clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until graduation day in the spring to all currently enrolled full-time students.

All regularly matriculated law students of the University who have paid full tuition and the student health fee are entitled to student health benefits.

Students who are living in Durham year-round while attending Duke University may elect to continue in the student health program during the summer months when they are not attending classes by paying the student health fee for this period. Proof of preregistration for the next semester is required. All fees are paid directly to the bursar's office. Information regarding the fee is available at the bursar's office.

Students are not covered during vacations, and their dependents and members of their families are not covered at any time.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The Student Mental Health Service is located in the Pickens Building. It provides evaluations, brief counseling, and/or treatment for matters ranging from questions about normal growth and development to the most serious psychiatric disorders.

The University has made arrangements for a student accident and sickness insurance plan to cover all full-time students for a twelve-month period. For additional fees a student may obtain coverage for a spouse or a spouse and child. Participation in this program is on a waiver basis. The University expects all students to be financially responsible for medical expenses above those covered by the University student health program through the University Accident and Sickness Policy, a private policy, or personal financial resources. Students who have equivalent medical insurance or wish to accept the financial responsibility for any medical expense may waive the Duke plan by signing a statement to this effect. All full-time students in residence must purchase this student health insurance or sign a waiver before their registration is complete. The student Accident and Sickness Policy provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off campus, at home, or while traveling between home and school, and during interim vacation periods. Coverage under the policy begins on the opening day in the fall. Coverage and services are subject to change each year as deemed necessary by the University in terms of cost and usage.

Professional and Honorary Organizations

Order of the Coif. The Order of the Coif is a national legal scholarship society with a local chapter at Duke University School of Law. Its purposes are "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to the upper 10 percent of the graduating class who have attained the most distinguished academic records in their law school work.

The Duke Bar Association. The Duke Bar Association coordinates the professional, social, and other extracurricular activities of the student body. The association resembles in its composition and purpose both a university student government and a professional bar association. It manages the speakers program, publicizes Law School activities, and sponsors athletic and social programs. Dues are \$5 per semester, payable at registration.

Legal Research Program. The Legal Research Program, supervised by a student editorial board, provides second- and third-year students with an opportunity to prepare legal memoranda on actual problems submitted by practicing lawyers, judges, or legislative committees. The program also assists in providing representation to indigents in appeals from denials of petitions for *habeas corpus* in the United States Court of Appeals for the Fourth Circuit. The briefs are written by the students under the supervision of a member of the faculty.

Moot Court Board. The Moot Court Board is composed of second- and third-year students who are chosen on the basis of their performances in intramural Moot Court competition. The board supervises the Hardt Cup and the Dean's Cup competitions. In addition, the board provides personnel for teams entering intercollegiate competition. In 1975, a team from the Duke Moot Court Board won the prestigious National Moot Court Competition, and in 1976, a Duke team placed second in that competition.

International Law Society. The Duke International Law Society is open for membership to the entire law student body. The society sponsors an annual distinguished speaker series with lecture topics ranging from the law of warfare to peace negotiation, the law of the seas to space law. The scope is limited only by the desires of the society members and the student body at large.

The society is presently examining joint programs with local law schools, overseas study alternatives, and contributorships to international law journals throughout the country. Other activities include participation in the annual Philip C. Jessup International Moot Court Competition and attendance at conferences sponsored by the Association of Student International Law Societies. At present there are no dues.

Women Law Students. Women Law Students serves as a central organization for united action in meeting the problems which women encounter in the legal profession and endeavors to promote cooperation and friendship among women law students. The organization sponsors several projects including conferences, work with women in the penal system, and lobbying for legislation favorable to women in North Carolina. The organization also works with women's groups in other law schools to improve the position of women in the legal profession at the national level.

Black American Law Students Association. The Duke Law School chapter of BALSA is a local organization of black law students affiliated with the regional and national BALSA. The purpose of the local chapter is twofold: to provide a responsive student organization to aid the individual law student at Duke, and to

promote the national aim of instilling a greater awareness of and commitment to the needs of the black community.

American Bar Association's Law Student Division. Duke Law School is one of over 100 participating law schools in the American Bar Association's Law Student Division. Formed only six years ago, the division is the only national group representing law students' views within the American Bar Association.

A member of the Fourth Circuit, along with the nine other schools in Virginia, West Virginia, and North and South Carolina, Duke has played a strong leadership role in the circuit as well as on the national level of the division.

Locally, the Law Student Division has begun promotion of new clinical legal education programs, among which is its Night Rider project wherein students accompany policemen on their appointed patrols. Other areas of active concern have been the Third Year Practice Rule in North Carolina and reform in penal institutions. In addition, there is communication between law schools on the circuit and national levels, benefiting each through the experience of others.

Forum for Legal Alternatives. The FLA aims to broaden the range of opportunities for Duke law students in the study and practice of law. The work of the FLA is carried out through a decentralized committee system which encourages members to concentrate their efforts on projects which are of particular interest to them. The individual committees receive the organizational and financial support of the FLA at large. The FLA committees have worked on expanding the information available to law students on noncorporate employment opportunities, organizing support for the Equal Justice Foundation (a Ralph Nader project), and administering a student-financed summer fellowship program for Duke law students with summer jobs in public interest and legal services areas. The FLA encourages the formation of new committees by members who wish to put a particular project into action.

Duke Law Band. The band, which always welcomes new members, is an informal and leisurely group of law students who periodically get together to play jazz, ragtime, and beerhall music. The band plays at many of the law school's major social affairs.

Night Rider Program. In an effort to give law students a better understanding of the realities of the criminal justice system, the Night Rider Program was established to involve students with police work. The program centers around the placement of students in Durham police cars on a routine night patrol, where they accompany the officer on a regular shift. Students are encouraged to participate in any follow-up investigations and to accompany the officer if he must go to court.

Legal Fraternities. The two legal fraternities are Hughes Inn of Phi Delta Phi and Wiley Rutledge Chapter of Phi Alpha Delta. These organizations sponsor luncheons, meetings featuring topics of professional interest, and several other social activities.

National Lawyers Guild. The guild is a national association of lawyers, law students, legal workers, and jailhouse lawyers which addresses itself to the need for change in our power structure and governing process. The Duke chapter seeks to provide an alternative to the academic approach to law by sponsoring opportunities for students to place their skills in the service of people needing representation for the effective assertion of their legal rights. Examples of 1976 projects include members working at the Durham Legal Aid Society and recycling the Law Library's discarded materials into a prison library.

Devil's Advocate. The *Devil's Advocate* is the publication of the students of the Law School. The aim of the *Advocate* is to combine a variety of articles and editorials

concerning all aspects of law school life with satirical and humorous articles, anecdotes, caricatures, and cartoons to provide a light-hearted yet thought-provoking break in the law school routine. The publication, which is unique among law school papers, has consistently proved to be the most popular voluntary activity at the Law School. The *Devil's Advocate* staff consists of an editor-in-chief, assistant editors, and contributors. All students, faculty, and administrators are invited to participate.

Duke Law Forum. The Duke Law Forum, through films, seminars, and speakers, traditionally seeks to stimulate and educate debate on national and legal



issues. More recently, the forum has also sought to provide intellectual respite from the law by sponsoring lectures in various topics in literature, history, and philosophy.

Employment Opportunities

The study of law is demanding. It is designed to occupy the full time of the student and calls for the highest level of concentration. It is unwise for students to dilute their efforts by outside work, especially during the critical first year of study.

For those who find some outside earnings necessary to meet the expense of studying law at Duke and who qualify for the college work/study program under applicable federal regulations, arrangements have been made to provide some part-time employment in the Law School. A number of positions in the Law Library are filled by law students. Students are often employed in their second and third years as research assistants for faculty members. The University maintains a general placement office to aid in finding employment and several law students serve as undergraduate residence advisers, if they have been at Duke one year or have previously held such positions.

The opportunities for employment in the University and surrounding community are as good for spouses of law students who are teachers, computer programmers, secretaries, or nurses as in most other areas of the country. Other types of desirable positions are also available. The assistant dean's office maintains a list of superintendents of schools in nearby districts which is available upon request. The University personnel office and the Medical Center personnel office assist interested persons in locating suitable employment on campus.

Book Sales

Before the beginning of each semester, new and used texts may be purchased for considerably less than at other area bookstores. The Duke Bar Association administers the sale of these law books in the Law School basement.

Bookstores

Duke Law School students may purchase law school texts at the University Bookstore in the Union Building on campus or at The Book Exchange located in downtown Durham at 107 Chapel Hill Street.

Other On-Campus Facilities

Additional facilities on campus available to students include the Duke Station Post Office, a sundries store, a barbershop, and a bank, all located in the basement of the Union Building.

Entertainment and Recreation

Within a short distance of the campus are facilities for golf, horseback riding, and woodland hiking. Students of the Law School are entitled to use the University gymnasiums, tennis courts, swimming pools, golf course, and similar facilities. North Carolina's mild climate makes golf, tennis, and sailing possible much of the school year. Kerr Lake, only an hour north of Durham, is ideal for Sunfish sailing. Other opportunities for physical activity are available in the intramural program, as well as through such activity groups as the outing, sailing,

and cycling clubs. The North Carolina ski slopes are about three and a half hours to the west, the Outer Banks the same distance to the east.

University athletic contests are held on the University grounds at various times during the academic year. Duke is a member of the Atlantic Coast Conference.

Prizes and Awards

Several academic prizes and awards have been established by the Law School or are sponsored by individuals or organizations to recognize general academic excellence or high achievement in specific areas.

American Jurisprudence Book Awards. American Jurisprudence Book Awards are made to the student in selected courses who obtains the highest scholastic grade in these courses. These book awards are sponsored yearly by the Lawyers Cooperative Publishing Company.

Corpus Juris Secundum Award. This award, sponsored by the American Law Book Company, is made to the student in each class who has made the most significant contribution to overall legal scholarship.

Hornbook Series Award. This award, sponsored by the West Publishing Company, is made to the student in each class who has obtained the highest scholastic average in the class for the year.

Nathan Burkan Copyright Award. Each year the Nathan Burkan Memorial Competition offers an award of \$250 to the student who writes the best paper on copyright law.

Pioneer National Title Insurance Award. An award of \$200 sponsored by Pioneer National Title Insurance Company is made to the graduating senior who has made the most outstanding record in the property courses.

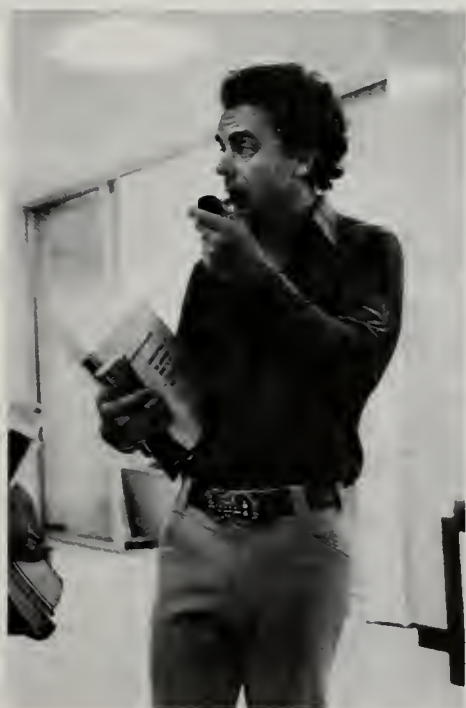
Prentice-Hall Tax Prize. An award, sponsored by Prentice-Hall, Inc., is made to the graduating senior who has made the most outstanding record in the federal taxation courses.

Student Advocacy Award. This award, sponsored by the International Academy of Trial Lawyers, is made to the graduating senior selected by the faculty who has demonstrated the most outstanding ability in courtroom advocacy.

United States Law Week Award. This award is made to a graduating senior selected by the faculty as the student who has made the greatest academic progress during the final year of study. It is sponsored by the Bureau of National Affairs, Inc. and consists of a year's complimentary subscription to *United States Law Week*.

Will Drafting Contest. In order to encourage good draftsmanship of wills, the North Carolina National Bank each year conducts a will drafting contest which is open to all law students in the State of North Carolina who are not already members of the bar. Prizes of \$50 each are awarded for the two best entries from each law school. The best of these six entries receives an additional award of \$150. The second best entry receives an additional \$50 prize.

Willis Smith Award. This award is presented annually to the member of the graduating class who has achieved the highest academic average for three years of law study. The award is sponsored by the family of United States Senator Willis Smith, a deceased alumnus, and consists of a set of legal volumes selected by the recipient of the award.



Appendix A

Former Schools of Duke Law Students

Adrian College	1	Howard University	1
Agnes Scott College	1	Indiana University	3
Allegheny College	1	Johns Hopkins University	3
Alma College	1	Kent State University	3
Amherst College	6	Kenyon College	1
Asbury College	1	Kuwait University	1
Barnard College	1	Lafayette College	1
Boston College	3	Lawrence University	1
Boston University	3	Louisiana State University	1
Brandeis University	1	Luther College	1
Brown University	4	MacMurray College	1
Bryn Mawr College	1	Marshall University	1
Bucknell University	2	Massachusetts Institute of Technology	1
Cambridge University	2	Miami University	2
Case Western Reserve University	2	Michigan State University	3
Catholic University	1	Middlebury College	1
Centre College of Kentucky	1	Middle Tennessee State University	1
The Citadel	2	Midland Lutheran College	1
Claremont Men's College	1	Millsaps College	1
Clarkson College of Technology	1	Mt. Holyoke College	2
Clemson University	1	Muhlenberg College	3
Coe College	1	New College	1
Colgate University	5	North Carolina State University	1
College of Idaho	1	Northeastern University	2
College of William and Mary	2	Northern Arizona University	1
College of Wooster	2	Northwestern University	8
Colorado College	1	Oberlin College	2
Columbia University	3	Ohio Northern University	1
Concordia College	2	Ohio State University	2
Cornell University	12	Ohio University	3
Dartmouth College	5	Ohio Wesleyan University	1
David Lipscomb College	1	Ouachita Baptist University	1
Davidson College	7	Oxford University	2
DePauw University	1	Pennsylvania State University	1
Dickinson College	3	Pomona College	1
Drake University	1	Princeton University	19
Duke University	53	Purdue University	2
Earlham College	1	Randolph Macon Women's College	1
East Carolina University	1	Reed University	1
Eastern Kentucky University	1	Rice University	1
Eastern Mennonite College	1	Rutgers State University	3
Eastern Washington State College	1	Simmons College School of Library Science	1
Eisenhower College	2	Southern Methodist University	3
Elizabethtown College	1	Southwestern at Memphis	3
Emory University	6	St. John's University (Minnesota)	1
Florida Atlantic University	1	St. John's University (New York)	1
Florida Southern College	1	St. Olaf College	1
Florida State University	3	Stanford University	12
Fordham University	1	State University of New York at Albany	3
Franklin and Marshall College	3	State University of New York at Binghamton	6
George Peabody College	1	State University of New York at Brockport	1
Georgetown University	6	State University of New York at Buffalo	4
Goucher College	1	State University of New York at Oneonta	1
Grove City College	1	State University of New York at Stony Brook	3
Guilford College	1	Stephens College	1
Hamilton College	2	Swarthmore College	1
Hampden-Sydney College	1	Syracuse University	1
Harvard University	10	Temple University	1
Haverford College	4	Tennessee Technical University	1
Hendrix College	2	Texas Tech University	1
Hobart College	1	Thiel College	1

Trinity College (Connecticut)	2	University of Notre Dame	14
Tufts University	3	University of Oklahoma	1
Tulane University	2	University of Pennsylvania	14
Union College	3	University of Pittsburgh	2
United States Military Academy	2	University of Puget Sound	1
University of Akron	1	University of Redlands	1
University of Alabama	7	University of Rochester	5
University of California at Berkeley	2	University of the South	3
University of California at Irvine	1	University of South Carolina	2
University of California at Los Angeles	2	University of South Florida	2
University of California at San Diego	1	University of Tennessee	4
University of Chicago	2	University of Texas	1
University of Cincinnati	2	University of Virginia	2
University of Colorado	1	University of Washington	1
University of Connecticut	2	University of West Florida	1
University of Delaware	3	University of Wisconsin	4
University of Florida	8	Ursinus College	1
University of Georgia	3	Vanderbilt University	9
University of Illinois	6	Vassar College	4
University of Iowa	5	Virginia Polytechnic Institute	1
University of Kansas	2	Wabash College	1
University of Kentucky	4	Wake Forest University	2
University of Louisville	1	Washington University	4
University of Maryland	1	Washington and Lee University	1
University of Massachusetts	1	Wellesley College	3
University of Miami	2	Western Kentucky University	2
University of Michigan	5	Wheaton College	6
University of Mississippi	1	Whitman College	1
University of Missouri	2	Williams College	8
University of Montana	1	William Woods College	1
University of Montevallo	1	Wittenberg University	1
University of Nebraska	2	Wofford College	2
University of New Mexico	1	Xavier University	1
University of North Carolina at Chapel Hill	20	Yale University	17
University of North Carolina at Greensboro	1		

Appendix B

Home States of Duke Law Students

Alabama	10	Montana	1
Alaska	1	Nebraska	4
Arizona	2	New Jersey	27
Arkansas	3	New Mexico	1
California	15	New York	68
Colorado	2	North Carolina	60
Connecticut	16	North Dakota	2
Delaware	6	Ohio	27
District of Columbia	5	Oklahoma	2
Florida	37	Pennsylvania	37
Georgia	13	South Carolina	13
Idaho	2	South Dakota	1
Illinois	27	Tennessee	18
Indiana	7	Texas	7
Iowa	9	Vermont	2
Kansas	3	Virginia	3
Kentucky	14	Washington	7
Louisiana	5	West Virginia	3
Maine	1	Wisconsin	3
Maryland	11	Wyoming	1
Massachusetts	14	England	1
Michigan	10	Kuwait	1
Mississippi	2	Panama	1
Missouri	14	Virgin Islands	1

Appendix C

First-Year Class (Class of 1980)

Acheson, Edwin Robert, Jr., B.S. (University of Missouri), Ballwin, Missouri
Amadeo, Nat Salvatore, A.B. (University of Notre Dame), Bayonne, New Jersey
Bagley, Roger Jacob, B.S. (Haverford College), Woodbury, New York
Barr, Kim James, B.S. (University of North Carolina at Chapel Hill), West Jefferson, North Carolina
Barrett, Margreth, B.A., M.A. (University of South Florida), Pensacola, Florida
Beatrice, Mark Alan, B.A. (Adrian College), East Palestine, Ohio—A.M. in Public Policy Sciences—
J.D. Joint Degree Program
Benfer, James Raymond, Jr., B.A. (University of California at Los Angeles), Rolling Hills, California
Beuttenmuller, Rudolf William, B.A. (Princeton University), Creve Coeur, Missouri
Bickal, Ellen Jane, B.A. (Wellesley College), Lawrenceville, New Jersey
Biloon, Diane Rose, B.A. (University of Rochester), North Tarrytown, New York
Blazer, Lawrence Craig, A.B. (Stanford University), Los Angeles, California
Blongewicz, Mark Kimball, B.S. (University of Nebraska), Omaha, Nebraska
Bonner, R. Lawrence, B.A. (University of Notre Dame), Fort Lauderdale, Florida
Bowling, Daniel Seymour, III, B.A. (Millsaps College), Brookhaven, Mississippi
Brenner, Sally Beth, B.A. (Southern Methodist University), Winston-Salem, North Carolina
Brooks, Craig Martin, B.S. (University of Pennsylvania), Havertown, Pennsylvania
Brower, Todd Gordon, A.B. (Princeton University), Evanston, Illinois
Brown, Glenn William, Jr., (Massachusetts Institute of Technology), Waynesville, North Carolina
Brown, James Olney, B.A. (Wheaton College), Storm Lake, Iowa
Buddin, Richard Loebel, B.A. (Luther College), Des Moines, Iowa
Burrows, Randall Allan, A.B. (University of California at Berkeley), Yuba City, California
Butler, Julia Hampton, B.B.A. (University of Georgia), Savannah, Georgia
Butner, Blain Byerly, A.B. (Davidson College), Winston-Salem, North Carolina
Carson, Robert Allan, B.S. (University of Illinois), Cary, North Carolina
Casselman, Robert Elliot, B.S. (Northern Arizona University), Paradise Valley, Arizona
Chadwick, James Martin, B.A. (Duke University), St. Petersburg, Florida
Chartove, Alex Peter, B.A. (Brandeis University), Mount Kisco, New York
Citrynell, Kyle Anne, B.A. (Duke University), Bellmore, New York
Clain, Neil Peter, Jr., B.A. (University of Florida), Daytona Beach, Florida
Cole, Robert Raymond, B.A. (Whitman College), Walla Walla, Washington
Creel, Philip Michael, B.A. (Virginia Polytechnic Institute), Sulphur Springs, West Virginia
Crocker, John Lawrence, A.B. (Yale University), M.A., Ph.D. (Harvard University), Chapel Hill,
North Carolina
Crouse, James Teague, B.A. (Davidson College), Lexington, North Carolina
Dacus, Rhett Kermit, B.A. (Concordia College), Denver, Colorado
DeHaven, Dara Lyn, B.A., M.A. (Duke University), Carrollton, Georgia
Dillman, Howard Dale, B.S. (Kent State University), Lima, Ohio
Dreifus, David, B.A. (Tufts University), Memphis, Tennessee
Dyer, James Alan, B.A. (Duke University), Cincinnati, Ohio
Dyer, John Scott, B.A. (Cornell University), Brookside, New Jersey
Dym, Lori Joan, B.A. (Emory University), Toms River, New Jersey
Ellis, Rose Allen, A.B. (Williams College), Tulsa, Oklahoma
Fabricius, Scott Douglas, B.A. (Wheaton College), Clarendon Hills, Illinois
Fieber, James Albert, B.A. (Williams College), Stamford, Connecticut
Finan, William John, B.A. (Eisenhower College), Goshen, New York
Forlines, John Arthur, III, B.A. (Duke University), Granite Falls, North Carolina
Foster, Tompkins Augustus, A.B. (Davidson College), Clermont, Florida
Giblin, Stephen Quinn, B.A. (Washington and Lee), Baltimore, Maryland
Giegerich, Thomas William, B.A. (Fordham University), Bronx, New York
Glancy, John Edward, A.B. (Franklin and Marshall College), Glenside, Pennsylvania
Goodale, Robert Dudley, A.B. (University of Michigan), Bloomfield Hills, Michigan
Gordon, Gregory Mark, A.B. (Muhlenberg College), Drexel Hill, Pennsylvania
Grant, Carol Renshaw, B.S. (University of Alabama), Birmingham, Alabama
Griffey, Linda Cheryl, B.S. (University of Iowa), Keokuk, Iowa
Hall, Michael Leo, B.A. (Catholic University), Homewood, Alabama
Harris, Genevieve Ann, B.A. (Tulane University), New Orleans, Louisiana
Haskell, Grant Pickens, B.A. (Amherst College), Westport, Connecticut
Hauge, Richard Andrew, B.S. (University of Delaware), Wilmington, Delaware
Hickey, John Heyward, B.A. (Florida State University), Miami, Florida
Hillowe, Bruce V., B.A. (State University of New York at Binghamton), Massapequa, New York

Holdcroft, James Patrick, Jr., B.A. (Amherst College), Pittsburgh, Pennsylvania
 Holden, Michael John, B.A. (University of Michigan), Sheboygan, Wisconsin
 Holliday, Katherine Street, B.A. (Wake Forest University), M.Ed. (University of North Carolina at Charlotte), Charlotte, North Carolina
 Holshouser, Eric James, A.B., M.A. (University of Illinois), Urbana, Illinois
 Hou, William Chen-nan, B.A. (Vassar College), Hamilton, New York
 Howard, James Ivan, B.A. (Asbury College), Brookhaven, Mississippi
 Huston, Kevin Edward, B.B.A. (University of Notre Dame), Muncie, Indiana
 Iacovazzi, Maria Clemenza, B.A. (Eisenhower College), Binghamton, New York
 Jenkins, Thomas Patrick, B.A. (Dickinson College), Canton, Pennsylvania
 Jennings, William Peter, B.A. (Alma College), West Branch, Michigan
 Johnson, Evan Walter, B.A. (College of William and Mary), Milwaukee, Wisconsin
 Jones, Russell Scarritt, B.A. (Yale University), Shawnee Mission, Kansas
 Jorgensen, Michael William, B.A. (University of Iowa), Mount Vernon, Iowa
 Kanofsky, Gordon Ray, A.B. (Washington University at Missouri), Waterloo, Iowa
 Kearney, John Daniel, B.A. (State University of New York at Oneonta), M.B.A. (Adelphi University), Hicksville, New York
 Kiefer, Mary Josette, B.A. (Duke University), Baltimore, Maryland
 Kindig, Karl William, B.S. (Indiana University), Nappanee, Indiana
 King, Dorothea, B.A. (University of Pennsylvania), New York, New York
 Klein, Robert Francis, B.A. (University of South Carolina), Brownwood, Texas
 Klimko, Justin Gregory, B.A. (Ohio University), Athens, Ohio
 Krob, Scotty Peck, B.A. (Colorado College), Denver, Colorado
 Kuniholm, Elizabeth Fairbank, B.A. (Duke University), Durham, North Carolina
 Lambert, Douglas Paul, B.A. (Duke University), Wilmette, Illinois
 Lautanen, William Alan, B.B.A. (Kent State University), Ashtabula, Ohio
 Lee, Carolyn Joy, B.A. (Johns Hopkins University), Winter Park, Florida
 Leik, James Nicholas, B.A. (University of Montana), Helena, Montana
 Levine, Clifford Benjamin, B.A. (State University of New York at Albany), Tonawanda, New York
 Linnartz, Hans Christian, B.A. (University of Virginia), Atlanta, Georgia
 Lipsitz, Laura Alisha, B.S. (University of North Carolina at Chapel Hill), Statesville, North Carolina
 Lowry, Stephen Dale, B.A. (David Lipscomb College), Raleigh, North Carolina
 Marin, John Warren, B.A. (Duke University), Farrell, Pennsylvania
 McCarthy, Colleen Christine, A.B. (University of Notre Dame), Erie, Pennsylvania
 McMurray, Scott W., A.B. (University of Georgia), Forsyth, Georgia
 Menton, John Stephen, B.A. (Florida State University), Miami, Florida
 Metil, Mary Tatianna, B.A. (State University of New York at Buffalo), Buffalo, New York
 Miller, William Boynton, III, B.A. (Emory University), Atlanta, Georgia
 Mirande, Michael Paul, B.A. (Boston College), Huntington, New York
 Mitchel, Alan Martin, A.B. (University of the South), North Miami, Florida
 Monroe, Andromeda, B.A. (University of North Carolina at Chapel Hill), Fayetteville, North Carolina
 Monroe, Raymond Furze, B.A. (Hobart College), Tenafly, New Jersey
 Moritz, Claire Louise, B.S. (Boston University), Chevy Chase, Maryland
 Moroni, Ronald Paul, B.A. (Michigan State University), Harper Woods, Michigan
 Murphy, Angela Regina, B.A. (University of Illinois), Mt. Prospect, Illinois
 Murphy, Robert Patrick, B.A. (Yale University), M.A., Ph.D. (University of Virginia), Moscow, Idaho
 Musso, Louis, III, B.A. (Eastern Washington State College), Newport, Washington
 Nakamura, Kirk Haruo, B.S. (University of California at Irvine), Anaheim, California
 Neville, Michael, B.A. (State University of New York at Brockport), Clarence, New York
 Noone, John Thomas, B.A. (Cornell University), Chicago, Illinois
 Norris, Celeste Marie, B.A. (University of Puget Sound), Seattle, Washington
 Pantano, Paul Joseph, Jr., B.A. (Trinity College in Connecticut), Fairfield, Connecticut
 Pavloff, John Hunter, B.A. (Yale University), Malvern, Pennsylvania
 Perkins, Happy Ray, B.A. (University of Kentucky), Lexington, Kentucky
 Perry, Charles Ruckel, B.A. (University of Florida), Greenville, South Carolina
 Pickelmann, Jane S., B.A. (Duke University), Largo, Florida
 Pilzer, Donald Lee, B.A. (Northwestern University), Gary, Indiana
 Pope, Harold Douglas, III, B.A. (Concordia College), Newton, New Jersey
 Prak, Mark Jay, B.A. (Duke University), Glendora, California
 Rappoport, Alan Jeffrie, B.A. (Claremont Men's College), Northridge, California
 Reeves, David Clark, B.A. (University of North Carolina at Chapel Hill), Signal Mountain, Tennessee
 Riccio, Marie Olympia, B.A. (Colgate University), Massapequa Park, New York
 Rieser, Timothy Savage, B.A. (Dartmouth College), Norwich, Vermont
 Rigler, Robert Es'Dorn, B.A. (University of Iowa), Newhampton, Iowa

Rollman, Fredric Alton, B.S. (University of Pennsylvania), Cranford, New Jersey
 Schneidman, Edward J., B.S.E. (University of Pennsylvania), Quincy, Illinois
 Schoomaker, Anita Wetterstroem, B.A., M.A. (University of Michigan), Northville, Michigan
 Schults, Marjorie Lee, B.A. (Southwestern University), Fort Worth, Texas
 Scruggs, Robert Leon, B.S. (Tennessee Technical University), Humboldt, Tennessee
 Sjogren, Michael Paul, B.S. (Trinity College in Connecticut), Grafton, Massachusetts
 Smith, Lisa Margaret, B.A. (Earlham College), Hamilton, New York
 Smith, Michael Warren, B.B.A. (University of Iowa), Clinton, Iowa
 Spach, Madison Stockton, Jr., B.A. (Duke University), M.A. (University of North Carolina at Chapel Hill), Durham, North Carolina
 Stein, Joan Linda, A.B. (Indiana University), Kokomo, Indiana
 Stern, Sidney Joseph, III, B.A. (University of North Carolina at Chapel Hill), Greensboro, North Carolina
 Sturgis, Kip David, B.A. (Pennsylvania State University), Ridgewood, New Jersey
 Terens, Lori Ellen, A.B. (Duke University), Port Washington, New York
 Thiele, Leslie Kathleen, B.A. (University of Redlands), Everett, Washington
 Till, Kimberly, B.A. (University of Alabama), Prattville, Alabama
 Titus, John Warren, B.A. (Vanderbilt University), Nashville, Tennessee
 Toop, Richard Scott, B.A. (Hamilton College), Commack, New York—M.B.A.-J.D. Joint Degree Program
 Turken, Robert William, A.B. (Duke University), Miami Beach, Florida
 Ungerman, Fred Anton, A.B. (Grove City College), Huntingdon Valley, Pennsylvania
 Ustick, Douglas Harry, B.A. (Colgate University), Naples, New York—M.B.A.-J.D. Joint Degree Program
 Vann, Bruce Phillip, A.B. (Washington University in Missouri), Omaha, Nebraska
 Van Nostrand, Richard Charles, B.A. (State University of New York at Binghamton), Johnstown, New York
 Walker, Garry Randall, B.A. (Duke University), Huntington, West Virginia
 Ward, Kathryn Gray, B.A. (Randolph-Macon College), Lumberton, North Carolina
 Weaver, Priscilla Peterson, B.Music (Lawrence University), M.A., A.M.L.S. (University of Michigan), Paullina, Iowa
 Webber, William Lee, B.A. (Yale University), Aurora, Illinois
 Whittaker, Donald Raymond, B.A. (Ursinus College), North Wales, Pennsylvania
 Willstatter, Richard David, B.A. (Dickinson College), Scarsdale, New York
 Winters, Kenneth Lawrence, B.A. (University of South Carolina), Hawthorne, New Jersey
 Witlin, Lisa Toni, B.A. (Johns Hopkins University), Wilmington, Delaware
 Wolf, James Paul, B.A. (University of Florida), Fort Lauderdale, Florida
 Woodward, Wayne Steven, B.A. (Muhlenberg College), Coatesville, Pennsylvania
 Wurster, Gregory Alan, B.A. (Kenyon College), Centerville, Ohio
 Yalem, James Paul, B.A. (Vanderbilt University), St. Louis, Missouri
 Yavitz, Randall Scott, B.A. (Stanford University), St. Louis, Missouri

Second-Year Class (Class of 1979)

Adams, Jean Taylor, B.A., M.Ed. (Duke University), Durham, North Carolina
 Addison, Daniel David, B.A. (State University of New York at Binghamton), Washington, D.C.
 Archbell, James Bryan, B.A. (Duke University), Aurora, North Carolina
 Aull, Helen Huntley, B.A. (Wake Forest University), M.A. (University of North Carolina at Chapel Hill), Columbia, South Carolina
 Baber, Bruce William, B.A. (Princeton University), Bayonne, New Jersey
 Barash, Louis Jay, B.A. (Union College), Bronx, New York
 Barnett, Reggie Lawrence, B.A. (University of Notre Dame), Flint, Michigan—M.B.A.-J.D. Joint Degree Program
 Beezley, Sara Sue, B.A. (Southern Methodist University), Girard, Kansas
 Bellinger, George Michael, B.A. (Tufts University), M.S. (Northeastern University), Stratford, Connecticut
 Bender, Alan Ronald, B.A. (Washington University in Missouri), Plainview, New York
 Bevan, Philip Ross, B.A. (Franklin and Marshall College), Durham, North Carolina
 Blaha, Michael Roy, B.A. (University of Miami), Homestead, Florida
 Blau, Richard Dennis, B.A. (State University of New York at Binghamton), Tucson, Arizona
 Boynton, Edwin Rodgers, B.A. (Harvard University), Southport, Connecticut
 Bradford, Anne Marie, B.A. (University of the South), Winchester, Tennessee
 Brandon, Dana Rhett, B.A. (Duke University), Charlotte, North Carolina
 Brett, Anthony Harvey, B.A. (Yale University), Ahoskie, North Carolina—A.M. in Public Policy Sciences-J.D. Joint Degree Program
 Buchanan, Gary D'Wayne, B.S. (Middle Tennessee State University), Nashville, Tennessee

Bunn, William Bernice, III, B.A. (Duke University), Raleigh, North Carolina—M.D.-J.D. Joint Degree Program

Burke, Geraldine Anne, B.A. (University of Notre Dame), Elizabeth, New Jersey

Burnette, Mark Gunn, B.A. (Hampden-Sydney College), Holiday, Florida

Buynak, Mark Joseph, B.B.A. (University of Notre Dame), Kenilworth, New Jersey

Calistro, Roger Butler, B.A. (Cornell University), Woodbridge, Connecticut

Caplan, Janis Merle, B.A. (Emory University), M.A. (University of Chicago), Baltimore, Maryland

Carver, Claudia Anne, B.A. (Stanford University), Newport Beach, California

Clark, William Gerard, B.A. (Boston College), Rockland, Massachusetts

Clokey, Carol Elizabeth, B.A. (Wittenberg University), West Chester, Pennsylvania

Cone, Lorynn Adderholdt, B.A. (Mt. Holyoke College), Goldsboro, North Carolina

Cotter, Gregory Allen, B.A. (Northwestern University), Northbrook, Illinois

Cotter, William Joseph, B.S. (East Carolina University), Greenville, North Carolina

Coyne, Jeffrey Christian, B.A. (University of California at Berkeley), San Francisco, California

Croft, Thomas Albert, B.A. (Duke University), St. Louis, Missouri

Devine, Marilyn Jane, B.B.A. (University of Iowa), Moline, Iowa

DiGiantonio, Laura Beth, B.A. (Purdue University), M.A. (Johns Hopkins University), Baltimore, Maryland

Dufendach, Carl William, B.A. (Wheaton College), Muskegon, Michigan

Dunn, Mary Elizabeth, B.A. (University of North Carolina at Chapel Hill), Anchorage, Alaska

Elkin, Barbara Joan, B.A. (Cornell University), Brooklyn, New York

Ellingsen, Richard Douglas, B.A. (University of Washington), Seattle, Washington

Elliot, Christine Marie, B.A. (University of Delaware), Georgetown, Delaware

Emmanuel, Robert Anthony, B.A. (University of Notre Dame), Pensacola, Florida

Evans, George Walton, B.A. (Williams College), Winchester, Massachusetts—M.B.A.-J.D. Joint Degree Program

Fairfield, Kathryn Stoltzfus, B.A. (Eastern Mennonite College), Harrisonburg, Virginia

Falk, Michael Glen, B.A. (Vanderbilt University), M.B.A. (Columbia University), Paramus, New Jersey

Faustino, Alfred Luis, B.A. (Amherst College), Holyoke, Massachusetts

Fedderly, Donald Paul, B.A. (University of Pittsburgh), Seattle, Washington

Feldman, Joel Harvey, B.A. (Georgetown University), Kingston, New York

Finke, Carol Murphy, B.A. (Case Western Reserve University), Wilmington, Delaware

Finke, Richard Charles, B.A. (Case Western Reserve University), Wilmington, Delaware

Finlay, George Clement, B.A. (University of Alabama), Nashville, Tennessee

Ford, Martha Pamela, B.A. (University of Tennessee), Chattanooga, Tennessee

Forsyth, Andrew Watson, III, B.A. (Allegheny College), Pittsburgh, Pennsylvania

Franek, David Michael, B.A. (University of Pennsylvania), Vernon, Connecticut

Franze, Laura Marie, B.A. (Thiel College), Pittsburgh, Pennsylvania

Freeman, David Mark, B.A. (Georgetown University), Spring Valley, New York

Friedlander, Alan Mark, B.A. (Cornell University), Manhasset, New York

Gailey, Herman Anderson, III, B.A. (Dickinson College), York, Pennsylvania

Gallagher, Mary, B.A. (University of North Carolina at Greensboro), Winston-Salem, North Carolina

George, Barry Alan, B.A. (Franklin and Marshall college), Doylestown, Pennsylvania

Gergel, Richard Mark, B.A. (Duke University), Columbia, South Carolina

Giarla, William Francis, B.A. (Harvard University), Nahant, Massachusetts

Gilboy, Kevin Patrick, B.A. (Georgetown University), Allentown, Pennsylvania

Glass, Phyllis, B.A. (Duke University), Chapel Hill, North Carolina

Glover, Robert Mark, B.A. (Ouachita Baptist University), Little Rock, Arkansas

Graff, Aaron Glenn, Jr., B.S. (Florida Southern College), Lakeland, Florida

Gray, Carol Marie, B.A. (University of Alabama), Memphis, Tennessee

Grossman, Richard Lee, B.S. (Northwestern University), University Heights, Ohio

Guttmann, Alesh Henry, B.A. (Florida Atlantic University), Fort Lauderdale, Florida

Hadrack, Valerie Thompson, B.A., M.S. (University of Pennsylvania), Huntingdon Valley, Pennsylvania

Halperin, Robert Mark, B.A. (Harvard University), Swampscott, Massachusetts—A.M. in Public Policy Sciences-J.D. Joint Degree Program

Hamm, Carolyn Jean, B.A. (Princeton University), M.A. (Cornell University), Westfield, New Jersey

Harlan, William Edwards, Jr., B.S. (United States Military Academy), Gainesville, Florida

Harper, Robert Thomas, B.A. (Duke University), Bergenfield, New Jersey

Harsh, Milton Kilpatrick, B.A. (Dartmouth College), Birmingham, Alabama

Hartnig, Richard Alan, B.S. (University of North Carolina at Chapel Hill), Valdosta, Georgia

Haverland, Pamela Jean, B.A. (Ohio University), Steubenville, Ohio

Hayes, Priscilla Ellen, B.A. (Princeton University), Lawrenceville, New Jersey

Henderson, Robert Ezekiel, B.A. (Duke University), Charlotte, North Carolina

Herman, Jerry Harold, B.A. (University of Pennsylvania), Scarsdale, New York

Herrin, Judy Marie, B.S. (University of Georgia), M.S. (University of Alabama), Winder, Georgia
Higgins, John Patrick, B.B.A. (University of Notre Dame), St. Petersburg, Florida
High, Mark Reynolds, B.A. (College of Wooster), Brooklyn, Ohio
Hill, David Randall, B.A. (University of Louisville), Valley Station, Kentucky
Hoff, Christopher Patrick, B.A. (Union College), Schenectady, New York
Hogue, Amy Dale, B.A. (Duke University), M.Phil. (Cambridge University), Lower Burrell, Pennsylvania
Hollar, Dale Everette, B.A. (Duke University), Yadkinville, North Carolina
Holmes, Thomas Taylor, B.A. (Yale University), Bratenahl, Ohio
Holzgraefe, John Richard, B.A., M.B.A. (Drake University), Quincy, Illinois
Hoogasian, Seth Harry, B.S. (Cornell University), Framingham, Massachusetts
Horton, Ricky Dale, B.S. (North Carolina State University), Concord, North Carolina
Hoyes, Elizabeth Lynn, B.A. (Mt. Holyoke College), Havertown, Pennsylvania
Hubbard, David Dwane, B.A. (Reed College), Kansas City, Missouri
Hulings, Mark John, B.A. (University of Texas), Corpus Christi, Texas
Hynes, Terence Michael, B.A. (Rutgers University), Edison, New Jersey
Jackson, Gary Walker, B.A. (Duke University), Shreveport, Louisiana
Jackson, Margo Ericka, B.A. (Howard University), Washington, D.C.
Jackson, Thomas Ray, B.A. (Western Kentucky University), Bardstown, Kentucky
Jacobs, Evelyn Brooks, B.A. (Duke University), East Detroit, Michigan
Jarvis, Ronald James, B.A. (Princeton University), Kansas City, Missouri
Johnson, William David, B.A. (University of North Carolina at Chapel Hill), Lexington, North Carolina
Justice, Gary Lynn, B.S. (University of Cincinnati), Lyndhurst, Ohio
Kallal, Edward William, Jr., B.A. (University of Florida), La Grange, Illinois
Katz, John Lawrence, B.A. (Colgate University), Chapel Hill, North Carolina
Kazanowitz, Alan Jason, B.S. (Cornell University), Brooklyn, New York
Kelley, Mark Alan, B.A. (Emory University), Bowling Green, Kentucky
Kerpelman, Saul Ephraim, B.A. (Vassar College), Baltimore, Maryland
King, Jeffrey Patterson, B.A. (College of William and Mary), Berwyn, Pennsylvania—M.B.A.-J.D.
Joint Degree Program
Kircher, Peter Hall, B.A. (Northwestern University), New York, New York
Kirschenbaum, Benjamin Charles, B.A. (Brown University), Rye, New York
Kort, Louis Frank, B.A. (Oberlin College), M.A. (University of Pittsburgh), B.Phil. (Oxford University), Louisville, Kentucky
Kozel, Timothy John, B.A. (Miami University), Euclid, Ohio
Leas, Michael Richard, B.A. (Duke University), Jacksonville, Florida
Leclair, Thomas Joseph, B.A. (Wofford College), Myrtle Beach, South Carolina
Lerer, Neal M., B.A. (Brown University), Chelmsford, Massachusetts
Lewis, Rebecca Ann, B.A. (Stanford University), Powell, Wyoming
Lichtenstein, Michael Benjamin, B.A. (University of Maryland), Arlington, Virginia
Little, David Robert, B.A. (Davidson College), Greensboro, North Carolina
Littleton, Nancy Elizabeth Gordon, B.A. (Agnes Scott College), Atlanta, Georgia
Lorton, Michael Darrell, B.A. (Miami University of Ohio), Cincinnati, Ohio
Majette, Denise Lorraine, B.A. (Yale University), Brooklyn, New York
Matson, David Wayne, B.G.S. (University of Kansas), Prairie Village, Kansas
Maysilles, David Duncan, B.A. (University of North Carolina at Chapel Hill), Durham, North Carolina
McCalley, Gray, Jr., B.A. (University of South Carolina), North Augusta, South Carolina
McCarty, Mark Steven, B.A. (Washington University in Missouri), Flora, Illinois
McConnell, Rita Ann, B.A. (University of Nebraska), Omaha, Nebraska
McCoy, Richard Thomas, B.S. (Michigan State University), Timonium, Maryland
McNaught, Harry Frank, Jr., B.A. (Wabash College), Logansport, Indiana
Miller, Steve Clark, B.A., M.A. (George Peabody College), Nashville, Tennessee
Moore, William Kent, B.A. (Eastern Kentucky University), Frankfort, Kentucky
Morgan, David Welsh, B.A. (Princeton University), Allentown, Pennsylvania
Mountz, Timothy Wilson, B.A. (Southern Methodist University), Louisville, Kentucky
Murphy, Angela Regina, B.A. (University of Illinois), Mt. Prospect, Illinois
Naktenis, Patricia Eileen, B.A. (University of Connecticut), Manchester, Connecticut
Nasher, Nancy Arnole, B.A. (Princeton University), Dallas, Texas
Niesen, Thomas T., B.S. (University of Pennsylvania), Honesdale, Pennsylvania
Nordlund, William Chalmers, B.A. (Vanderbilt University), Decatur, Illinois
Overby, Solveig Jan, B.A. (Ohio University), Athens, Ohio
Palmer, James David, B.A. (Wheaton College), Newtown Square, Pennsylvania
Pearce, Michael James, B.A. (Oxford University), Dip.Crim. (Cambridge University), Newcastle-upon-Tyne, England

Pelehach, John Andrew, B.A. (University of Notre Dame), Huron, Ohio
 Pendergast, Peter Robert, B.A. (University of Pennsylvania), Weston, Massachusetts
 Peterjohn, Christine Margret, B.A. (Bucknell University), Worthington, Ohio
 Pettit, Stephen James, B.A. (University of Notre Dame), Hanceville, Alabama
 Philp, Mary Susan, B.S. (MacMurray College), Waltonville, Illinois
 Polard, Steven Gregory, B.S. (University of Kansas), Fresno, California
 Portwood, Lawrence Timothy, B.A. (Stanford University), Arcadia, California
 Potter, Jeffrey Harrison, A.B. (Duke University), Scarsdale, New York
 Pyles, Harmon Michael, B.A. (Duke University), Macon, Georgia
 Raskin, Scott Harold, B.B.A. (University of Oklahoma), Erick, Oklahoma
 Reid, Rhonda Lavonne, B.A. (Duke University), Cheraw, South Carolina
 Ritter, Jeffrey Blake, B.A., M.A. (Ohio State University), Columbus, Ohio
 Robertson, Neil Philip, B.A. (University of South Florida), Temple Terrace, Florida
 Robinson, Percy Elliott, B.A. (Princeton University), Woodbridge, Virginia
 Robinson, Sharon Ann, B.S.J. (Northwestern University), M.S.J. (Columbia University), Chicago, Illinois
 Robison, Steven Kerry, B.A. (DePauw University), Brownstown, Indiana
 Ronan, Gail Eileen, B.A. (University of Tennessee), Memphis, Tennessee
 Rotto, Howard Fred, B.A. (State University of New York at Buffalo), Valley Stream, New York
 Rowley, Diane Elaine, B.A. (Wellesley College), Albany, New York
 Schoettmer, Stephen Charles, B.A. (Duke University), Cincinnati, Ohio—M.B.A.-J.D. Joint Degree Program
 Scholar, Sam David, B.A. (Rutgers University), Livingston, New Jersey
 Schuman, Carl Jonathan, B.A. (Harvard University), New London, Connecticut
 Scudder, Henry Evans, Jr., B.S. (University of Tennessee), Hixson, Tennessee
 Semmes, Francis Bolger, B.S. (University of Alabama), Huntsville, Alabama
 Sheriff, James Arthur, B.A. (Boston University), Erie, Pennsylvania
 Simpson, James Reid, II, B.A. (Stanford University), Glen Alpine, North Carolina
 Sloan, Timothy C., B.A. (Georgetown University), Brattleboro, Vermont
 Small, Janet Kay, B.A. (Ohio Northern University), Amherst, Ohio
 Smith, Harrison Claude, B.S. (Cornell University), Freeport, New York
 Smith, Penelope Ann, B.S. (Cornell University), Greenwich, Connecticut—M.B.A.-J.D. Joint Degree Program
 Smith, Robert Brewer, B.A. (Western Kentucky University), Philpot, Kentucky
 Sobel, Jonathan Fredric, B.A. (Colgate University), Beachwood, Ohio
 Spears, Harold Craig, B.S. (Duke University), Ironton, Ohio
 Spolar, Stephen Ban, B.B.A. (University of Michigan), Renfrew, Pennsylvania
 Sprung, Barbara Ann, B.A. (State University of New York at Binghamton), Maspeth, New York
 Stormes, Juanita Leslie, B.A. (Ohio Wesleyan University), Grosse Point Farms, Michigan
 Stuart, Richard Scott, B.A. (University of Illinois), Rochester, Illinois
 Swan, Edward Patrick, Jr., B.A. (Princeton University), Miami, Florida
 Tapley, Mary Taylor, B.A. (University of North Carolina at Chapel Hill), Chevy Chase, Maryland
 Taylor, Daniel Lee, B.A. (Cornell University), Hawthorne, New York
 Tenney, Juliann, B.A. (University of North Carolina at Chapel Hill), Chapel Hill, North Carolina
 Thimke, Mark August, B.A. (University of Wisconsin), Shawano, Wisconsin
 Thompson, Fred, III, B.A. (Yale University), Manning, South Carolina
 Thompson, William Lewis, B.A. (Duke University), Atlantic Beach, Florida
 Trautwein, Randall Lee, B.A. (Marshall University), Genoa, West Virginia
 Tuberville, William Paul, B.A. (Hendrix College), Magnolia, Arkansas
 Tucker, Brian Thomas, B.A. (Boston College), Manchester, Connecticut
 Turner, Jeffrey Stephen, B.A. (University of Kentucky), Owensboro, Kentucky
 Van Tuyl, Hubert Paul, B.A. (University of Montevallo), Montevallo, Alabama
 Villanueva, Jeffrey Mark, B.S. (University of Colorado), Short Hills, New Jersey
 Vinay, Louis Ernest, B.A. (University of North Carolina at Chapel Hill), Valdeese, North Carolina
 Vogel, Charles Donald, B.A. (University of Rochester), Wellesley Hills, Massachusetts—M.B.A.-J.D. Joint Degree Program
 Wasserman, Steven David, B.A. (Haverford College), Dayton, Ohio
 Webster, David Ronald, B.A. (Texas Tech University), El Paso, Texas
 Wells, Robert Travis, B.A. (Hendrix College), Little Rock, Arkansas
 West, Thomas Roswell, B.A. (University of North Carolina at Chapel Hill), Raleigh, North Carolina
 Weyman, Mark Lee, B.A. (State University of New York at Albany), New Hyde Park, New York
 Widing, Joseph William, III, B.A. (Williams College), Pittsburgh, Pennsylvania
 Wiesenthal, Amy, B.A. (Cornell University), Woodmere, New York
 Wilder, David Hilleary, B.A. (Williams College), New York, New York
 Williams, James Edward, B.A. (Duke University), Plymouth, North Carolina
 Williams, Neal Owen, B.A. (Wheaton College), Villa Park, Illinois

Williams, Peggy Anne, B.A., M.A. (University of North Carolina at Chapel Hill), Thomasville, Georgia
 Wilson, William Thomas, B.A. (The Citadel), Orlando, Florida
 Woolston, Vernon Lee, Jr., B.A. (Amherst College), Skaneateles, New York
 Yaggi, Douglas Jackson, B.A. (University of Tennessee), Oak Ridge, Tennessee
 Yankwich, Richard Ingram, B.A. (Stanford University), Urbana, Illinois
 Yergler, Jon Carl, B.A. (Wheaton College), Watseka, Illinois
 Zatz, Clifford Jack, B.A. (Boston University), Natick, Massachusetts
 Zucker, Evan Harris, B.A. (University of Rochester), Flushing, New York

Third-Year Class (Class of 1978)

Adler, Jan Mark, B.A. (Cornell University), Livingston Manor, New York
 Alemán, Jaime Eduardo, B.A. (University of Notre Dame), Panama City, Republic of Panama
 Alford, Margaret Suzanne, B.A. (Louisiana State University), Hammond, Louisiana
 Anlyan, William George, Jr., B.A. (Guilford College), Durham, North Carolina
 Antley, Kenneth Furman, B.A. (Davidson College), M.A. (University of North Carolina at Chapel Hill), Charlotte, North Carolina
 Appar, Robert H., B.S.B.A. (Bucknell University), Martinsville, New Jersey
 Arnold, Steven James, B.A. (Centre College of Kentucky), Madisonville, Kentucky
 Baird, Benita Sue, B.A. (Princeton University), Tamarac, Florida
 Baker, John Samuel, B.A. (Oberlin College), Fort Worth, Texas
 Banahan, Jana Sue, B.S. (Vanderbilt University), Lexington, Kentucky
 Bernat, David Alan, B.A. (Union College), Hartford, Connecticut
 Bernstein, Deborah Lynn, B.A. (Bryn Mawr College), Chevy Chase, Maryland
 Blade, Mary Ellen, B.A. (Rice University), Houston, Texas
 Blum, Robert Mark, B.S.J. (Northwestern University), Bowie, Maryland
 Bowen, Gary Lee, B.A. (University of New Mexico), Albuquerque, New Mexico
 Boyd, Brook Dennis, B.A. (Harvard University), Old Westbury, New York
 Brooks, Susan, B.A. (University of Florida), Fort Pierce, Florida
 Brunette, Richard Wallace, Jr., B.A. (University of Wisconsin), Green Bay, Wisconsin
 Buchan, Jonathan Edward, Jr., B.A. (Princeton University), Mullins, South Carolina
 Caldwell, Lori Jean, B.A., (University of Florida), Fort Lauderdale, Florida
 Capra, James Joseph, Jr., B.A. (Yale University), New Hyde Park, New York
 Cargill, Gary Bennet, B.A. (Haverford College), Haddonfield, New Jersey
 Cella, Jean, B.A. (University of Pennsylvania), Upper Darby, Pennsylvania
 Christensen, Phillip Carl, B.A. (Midland Lutheran College), Fremont, Nebraska
 Clark, David William, B.A. (Princeton University), Palm Beach Gardens, Florida
 Clark, Reginald Jerome, B.A. (Duke University), Scotland Neck, North Carolina
 Collins, Wendy Ann, B.A. (Wellesley College), Washington, D.C.
 Condon, Charles Molony, B.A. (University of Notre Dame), Charleston, South Carolina
 Connolly, Richard Earl, B.A. (University of Akron), Cuyahoga Falls, Ohio
 Cooke, William Owen, B.A. (Amherst College), Greensboro, North Carolina
 Corrigan, Brian Henry, B.S. (University of Pennsylvania), Durham, North Carolina
 Cozart, Robert Toombs, III, B.A. (University of North Carolina at Chapel Hill), Tampa, Florida
 Crawford, Serena Ann, B.A. (Southwestern at Memphis), Maryville, Tennessee
 Davis, Kenneth Roy, B.A. (Kent State University), Mogadore, Ohio
 Dillman, Rodney Joe, B.S.Ed., M.A. (Kent State University), Lima, Ohio
 Doak, William Keff, B.A. (Vanderbilt University), Huntsville, Alabama
 Dockterman, Michael Robert, B.A. (Yale University), Rock Island, Illinois
 Doskey, Dwight Michael, B.S., B.A. (Tulane University), Covington, Louisiana
 Dottheim, Steven Robert, B.A. (Duke University), Clayton, Missouri
 Ebenstein, Douglas Steven, B.A. (Brown University), West Hartford, Connecticut
 Edelheit, Susan Linda, B.A. (State University of New York at Stony Brook), Hartsdale, New York
 Fisher, Evans Watkins, B.A. (Davidson College), Winston-Salem, North Carolina
 Fishman, Mark Alan, B.A. (Williams College), Merion, Pennsylvania
 Friedman, Andrew Steven, B.A. (University of Rochester), Murray Hill, New Jersey
 Gilford, Steven Ross, B.A. (Dartmouth College), Evanston, Illinois—A.M. in Public Policy Sciences—
 J.D. Joint Degree Program
 Goddard, John Andrew, B.E. (Vanderbilt University), Maryville, Tennessee
 Gordon, Hugh Bernard, B.A. (Harvard University), M.L.S. (Simmons College School of Library Science), Washington, D.C.
 Griffin, Susan O'Hara, B.A. (University of the South), Lexington, Kentucky
 Gronek, Robert John, B.S. (Ohio State University), Columbus, Ohio
 Gross, Jonathan Matt, B.S. (State University of New York at Binghamton), Woodside, New York
 Halleck, Nancy Hope, B.A. (University of Wisconsin), Chapel Hill, North Carolina

Happel, Ann Margaret, B.S. (William Woods College), Palmyra, Missouri
 Harrop, Ronald Leslie, B.A. (State University of New York at Stony Brook), Kings Park, New York
 Harward, Coralynn Young, A.B. (Duke University), Durham, North Carolina
 Hasnas, John, A.B. (Lafayette College), Woodmere, New York
 Herzig, David Floyd, B.A. (Duke University), Minot, North Dakota
 Hoey, Marilyn Ann, B.A. (University of Florida), Atlantic Beach, Florida
 Holzweig, Sarah Frances, B.A. (Duke University), Doraville, Georgia
 Hopfinger, Jane Baker, B.A. (University of Rochester), Pittsford, New York
 Horan, Michael Patrick, B.S.J. (Northwestern University), Boca Raton, Florida
 Horvitz, Richard Alan, B.A. (Princeton University), Shaker Heights, Ohio
 Hunter, Charles Clark, B.G.S. (University of Michigan), Saginaw, Michigan
 Ichel, David William, B.A. (Duke University), Edison, New Jersey
 Jackson, Karen Iantha, B.A. (Barnard College), Greensboro, North Carolina
 Jacobowitz, Howard Stephen, B.A. (Hamilton College), Merrick, New York
 Jahns, Alfred Francis, B.A., M.S. (Stanford University), Menlo Park, California
 Jaques, Bruce Donald, Jr., B.A. (Stanford University), Escondido, California
 Jenkins, Michael, B.A. (Haverford College), Orangeburg, New York
 Johnson, Michael Richard, B.A. (University of North Carolina at Chapel Hill), Montgomery, Alabama
 Johnson, Thomas Edward, B.A. (St. John's University, Minnesota), Jamestown, North Dakota
 Jones, James Thomas Royster, B.A. (University of Virginia), Jacksonville, Florida
 Jupiter, Clare Frances, B.A. (Yale University), New Orleans, Louisiana
 Kane, David Lyons, B.S. (University of Alabama), M.S. (University of Pennsylvania), Mobile, Alabama
 Kay, Christopher Kent, B.A. (University of Missouri), Kirkwood, Missouri
 Kehoe, Christopher Burlee, B.A. (Tufts University), Chevy Chase, Maryland
 Keller, Homer Michael, B.A., M.A. (Dartmouth College), Peoria, Illinois
 Klemperer, Leslie Peter, B.A. (State University of New York at Stony Brook), Bronx, New York
 Kohler, David Campbell, B.A. (Duke University), Roslyn Heights, New York
 Kruezkamp, Robert Stephen, A.B. (Xavier University), Fort Mitchell, Kentucky
 Levin, Howard Lawrence, B.A. (University of Massachusetts), Newton Centre, Massachusetts
 Lewis, Gregory Scott, B.A. (Amherst College), New Canaan, Connecticut
 Littleton, Don Howard, B.B.A. (University of Mississippi), Sikeston, Missouri
 McCall, Linda Lee, B.A. (Duke University), M.A. (Indiana University), Greensboro, North Carolina
 McChesney, Paul Townsend, B.A. (The Citadel), Spartanburg, South Carolina
 McMichael, Lawrence Grover, B.A. (Duke University), Malvern, Pennsylvania
 McMillen, John Thomas, B.A. (College of Wooster), Painesville, Ohio
 Mailey, Jerry Carl, B.S. (United States Military Academy), Sacramento, California
 Makela, Jane, B.A. (Colgate University), Titusville, Florida
 Malone, Linda Ann, B.A. (Vassar College), Chattanooga, Tennessee
 Mammarella, Thomas, B.A. (University of Delaware), Wilmington, Delaware
 Mansfield, Alan, B.A. (Brown University), Fair Lawn, New Jersey
 Mason, Samuel, Jr., B.A. (Haverford College), Philadelphia, Pennsylvania
 Melendez, Suzanne Josephine, B.A., M.A. (University of Chicago), New York, New York
 Miller, Arthur Madden, B.A. (Princeton University), Greenville, South Carolina
 Montgomery, Renée Jean, B.A. (Duke University), Cary, North Carolina
 Morano, Mark Richard, B.A. (St. John's University, New York), Massapequa, New York
 Morse, Carlton Harold, Jr., B.A. (Yale University), Fort Valley, Georgia
 Newman, Todd Henry, B.A. (University of Pennsylvania), St. Croix, Virgin Islands
 Nickles, William Allen, III, B.A. (Clemson University), Greenwood, South Carolina
 Niess, Richard George, B.A. (Dartmouth College), Durham, North Carolina
 O'Connor, Michael John, B.A. (University of Notre Dame), Niagara Falls, New York
 O'Malley, Andrew Marvel, B.A. (University of Kentucky), Louisville, Kentucky
 Opatzner, Robert Michael, B.A. (Yale University), Shelton, Connecticut
 Padilla, James Earl, B.A. (Northwestern University), Glenview, Illinois
 Parrish, Robert Bruce, B.A. (Duke University), Neptune Beach, Florida
 Paschal, Robert Cummings, B.A. (University of North Carolina at Chapel Hill), Raleigh, North Carolina
 Perdue, David King, B.A. (Pomona College), Port Washington, New York
 Perka, Daniel John, B.A. (Princeton University), Pittsburgh, Pennsylvania
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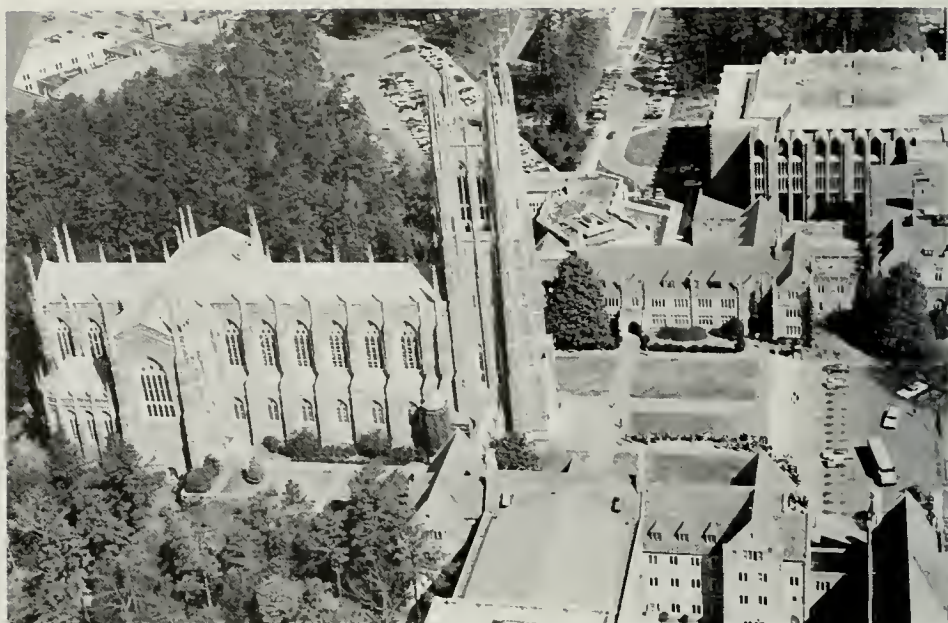
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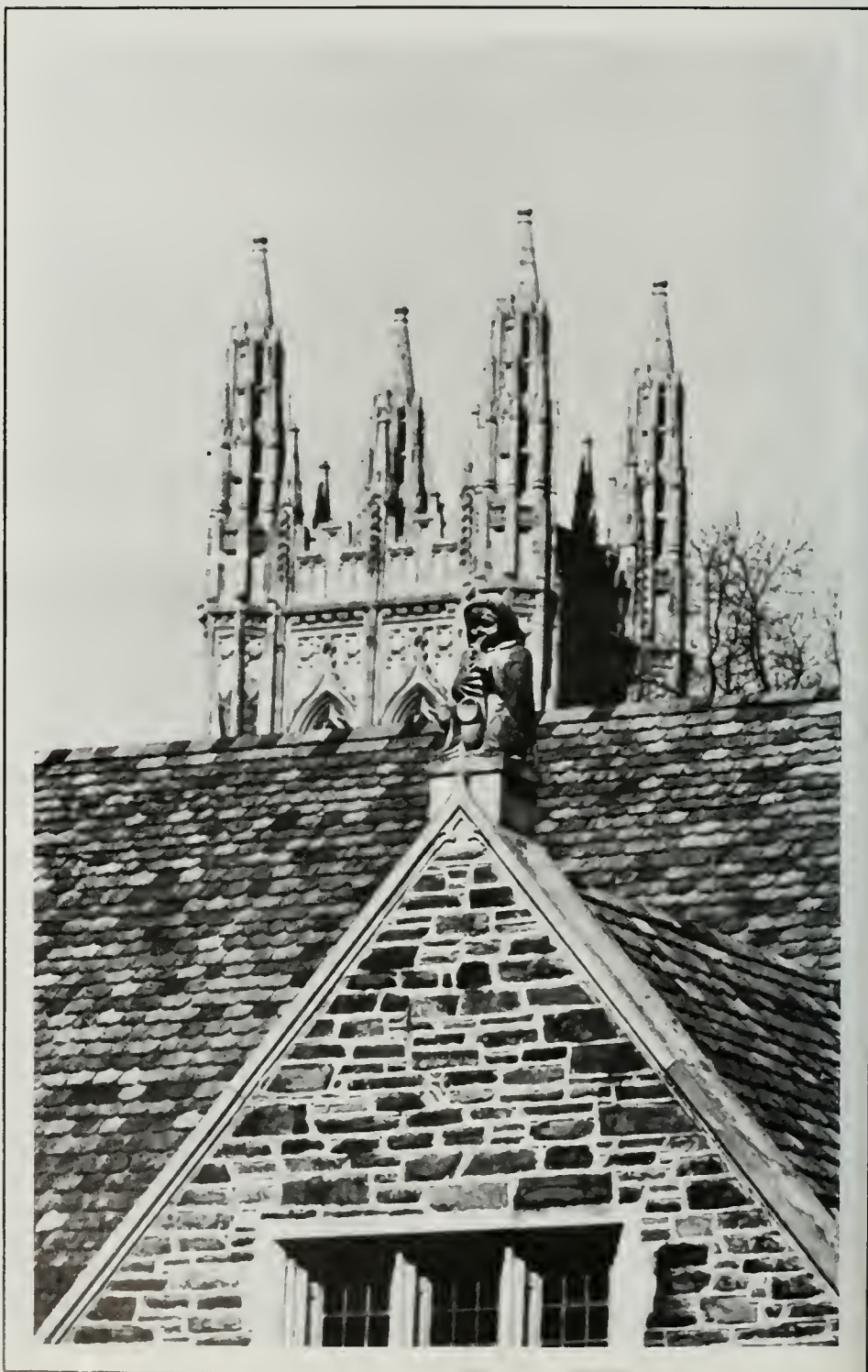


"This is a time when we are calling imperatively for creative improvement in virtually every area of American life. The campuses of our independent colleges and universities provide our society with the most vital and viable 'laboratories' imaginable in which we can experiment honestly, openly, and very critically with drastic and sometimes radical changes in our basic lives. Now, more than ever, we need the most intelligently constructive critics that we can find or cultivate, especially those who thrive in atmospheres of unrestricted, intellectual freedom—the atmosphere that is jealously defended by the private sector of American higher education."

Terry Sanford, President of Duke University



The University



Duke University is a private, coeducational institution composed of three undergraduate schools and six graduate and professional schools. There are approximately 5,600 undergraduates and 3,500 graduate students, placing Duke among the smallest of the nation's leading universities in size. Duke remains small by choice. As a private institution, some of Duke's primary goals are: to offer independence and variety in academic pursuits; to provide challenging standards for each student; to foster close faculty-student relationships; to value diversity; and to stimulate each person who forms part of our university community. Such goals are more apt to be achieved with a relatively small population. At Duke, independence and individuality are part of—not barriers to—an abiding sense of community and an atmosphere of vigorous challenge.

Location

Duke is located on the edge of the 8,500-acre Duke Forest, in the city of Durham, North Carolina. With a population of approximately 100,000, Durham is the fifth largest city in the state and for many years struggled under the label of "mill town." In the early years of this century, Durham was a boom town, the center of a world-wide tobacco empire (largely founded by the Dukes) and the home of many cotton mills. Durham was a wealthy town; and much of its architecture is indicative of the richness of early twentieth-century styles—so much, in fact, that in 1977 the entire business district was placed in the National Register of Historic Places.

With the founding of Duke University in 1924, Durham began to become a different sort of town. Students and faculty members wanted culture and artistic advantages and where there were none, they created them. Today, Durham has its own symphony, an outstanding museum of life and science, numerous drama, art, music, and crafts groups in which "town and gown" regularly join together in mutual delight.

With the reawakening of the South, Durham has become a solid citizen of the Sun Belt. Durham is one point of the triad which forms the Research Triangle Park—one of the nation's leading research centers, employing 12,000 people, and giving this area the distinction of having more Ph.D.s per capita than any other area of the United States. Blessed with a mild climate, the city enjoys a location midway between the beaches of the Atlantic coast and the ski resorts of the Appalachian Mountains. It is half a day's drive to Washington, D.C., and about the same distance to Atlanta.



Duke students and faculty members are closely involved in the life of the city at all levels and in all areas; and Duke is now Durham's largest employer. Duke students serve internships in business, journalism, government, and the arts. They play vital roles in the volunteer sector of the community—in such activities as tutoring children, teaching reading to adults and English to foreign people, putting on craft fairs, working with the handicapped and elderly—students are an important force in community efforts. Duke students do not lead an ivory tower existence. They are involved; they participate in a Duke/Durham relationship which is an education in itself.

The Campus

William Preston Few, the University's first president, wrote of the Duke campus when it was being planned: "It is but sober truth to say that when these buildings as now planned are put on the grounds we will have here the most harmonious, imposing, and altogether beautiful educational plant in America."

The campus—really two campuses linked by shuttle buses—is a graphic representation of Duke's history. East Campus, composed of stately Georgian buildings, was the home of Trinity College from 1892, when it moved to Durham from its original location in rural North Carolina. When James B. Duke endowed the University in 1924, Trinity College became Duke, and building was begun on West Campus, the "harmonious, imposing, and altogether beautiful" place President Few described.

Students who visit Duke for the first time often remark, with great satisfaction, that Duke looks "just the way a university should." The West Campus is dominated by the soaring tower of the Duke Chapel. From this locus, spacious quadrangles spread out with all the order and dignity characteristic of the best Gothic architecture. There are magnolias and roses and dogwood, green lawns, stone paths, and always, the towering pines. West Campus is the hub of the University—the site of administrative offices, athletic facilities, the main library, the medical center, and other professional schools. East Campus is the home of the

arts and enjoys its own distinct identity. Students live on both campuses and classes are held on each.

The nearby Duke Forest is used for both recreation and research. The subject of more than 400 graduate theses, this southern pine forest is also the site of the primate center, one of the few university-based facilities in the world for the study of man's oldest living relatives. On West Campus, the Sarah P. Duke Gardens, fifteen landscaped acres, form the showcase of an uncommonly luxuriant campus environment and also serve as a teaching laboratory for the botany department.

The Duke University Marine Laboratory, located at Beaufort, North Carolina, offers a full undergraduate spring term, two international training programs, a cooperative undergraduate teaching program involving thirteen universities, and three terms of summer school. The Marine Laboratory has excellent facilities for research, including air-conditioned laboratories; natural access to the open ocean, marshlands, and tributaries; and several boats, including the 118-foot oceanographic research vessel, the *Eastward*.

Academic Life

"To assert faith in the eternal union of knowledge and religion . . . to advance learning in all lines of truth; to defend scholarship against all false notions and ideas; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest possible service . . . to religious and civil society."—John C. Kilgo, President of Trinity College, 1900

The undergraduate has been the center of attention at the University since before it was Duke. The reputation of old Trinity College, the educational bedrock on which Duke was built, rested on good teaching. And although the University today is famous as a research institution and the faculty is known for the breadth and caliber of its scholarship, the classroom remains the real crucible. It is there that the intellectual and personal dynamics of teachers and students come

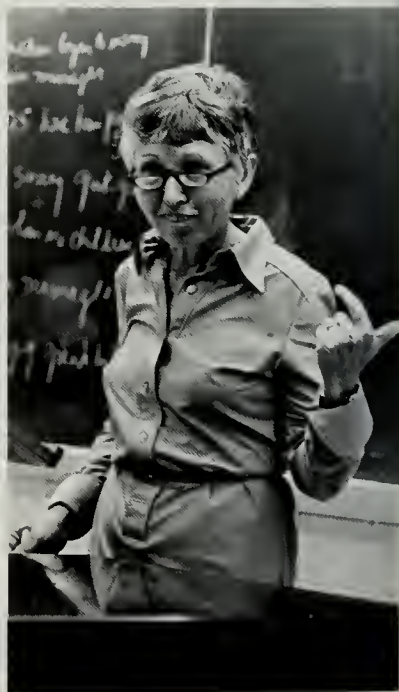
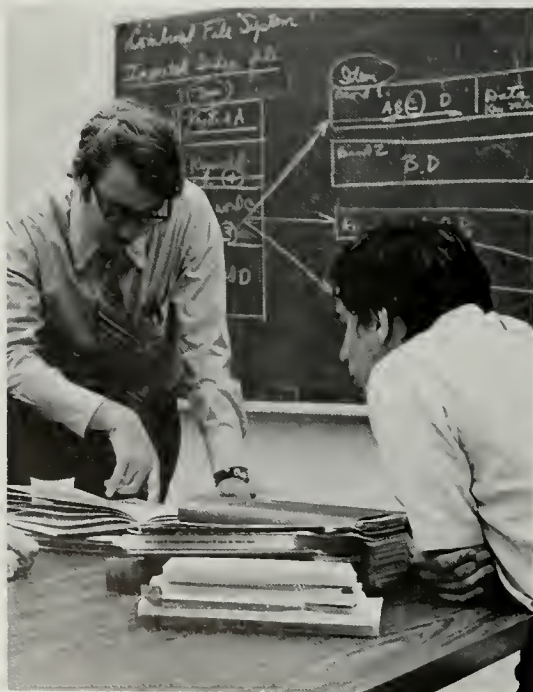


together. And it is a two-way street. Teachers of national distinction find themselves engaged by a curious, bright student body.

Duke undergraduates know what they want from their education. About 25 percent have double majors; most are engaged in independent study. An elaborate but accessible system of advising and counseling keeps students and teachers in touch. On the whole, classes are small, with a student-faculty ratio of nine to one. Still, teachers do not vanish when they step from the lectern. They are available in their offices, over coffee at the Cambridge Inn, at a leisurely lunch in the Oak Room.

The academic process at Duke today is very close to its roots—the ideas of William Preston Few, the first president of Duke, of combining research and teaching. This is partly the result of more than ten years of rethinking on the part of the administration and faculty. The Long-Range Planning Committee began grappling with the issue in the late 1950s. Professor Harold Parker, who became a classroom legend in the thirty-nine years he taught history at the University, recalls what happened: "By 1971 there emerged a brilliant undergraduate college solidly established within a great research university, as Few had hoped—a brilliant, even gifted student body, of varied interests and personalities; curriculum so free of requirements that each student can design his or her own program in accord with need, desires, and dreams and can participate in seminars; at least eight types of living-group options, including the option of living off campus; a rich extracurricular scene—all this in an atmosphere of freedom and mutual acceptability."

If the hallmark of the University is a sense of community, the heart of its academic life is the liberal arts curriculum. The University is unwaveringly dedicated to a broad course of study, so that students do not find themselves locked into a narrow field of knowledge. All undergraduates, even those who specialize in nursing or engineering, are immersed in a wide range of course offerings. The lack of restrictions means that students may be imaginative in the way they pursue a course of study at Duke, and the advising system assures that



they do not flounder. Essential to a liberal arts curriculum is a good library. The William R. Perkins Library and its eight branches house more than 2.7 million volumes, which ranks it among the top twenty libraries in the country in size.

Study abroad, an option popular with undergraduates, is usually undertaken in the junior year. A student may earn up to eight course credits for a year's approved work in a foreign university or in a program abroad sponsored by Duke or another American university. To be eligible a student must have a scholastic average of at least B-.

Language departments at Duke encourage students to study abroad at least one semester. But many other programs are offered, such as Twentieth-Century British Studies at Oxford University; a Biblical studies course in archaeological investigation in Israel; and summer terms in Germany and Spain. A semester-long music program is conducted in Vienna, and English literature students may spend a year in an exchange program with the University of Warwick in England.

In all the study-abroad options, students enroll at Duke, pay the appropriate fees, and receive grades from Duke.

The Colleges

There are three undergraduate divisions at Duke: Trinity College of Arts and Sciences, the School of Engineering, and the School of Nursing. All undergraduates are enrolled in one of the three colleges. This does not mean, however, that if you are studying engineering you will never see the students in music or history or economics. At Duke, there are sufficient options and electives so that virtually all students experience a variety of disciplines, and the stimulus that comes naturally from exchanging ideas with people of diverse backgrounds and interests.

Trinity College of Arts and Sciences. This largest of the undergraduate divisions is composed of about 4,500 men and women. "There was always an air of fame about Trinity," says a veteran faculty member of old Trinity. That statement could apply to the undergraduate college today known as Trinity. This "air of fame" makes it natural for students to set high goals for themselves. They are in



close touch with teachers who rank at the top of their professions; they are aware of the wide-ranging accomplishments of Duke alumni.

To this end, undergraduates bear the burden and satisfaction of designing their own curriculum. That can be an education in itself. Advisers stand by along the way, but the students are in charge of their own academic destinies. In fact, the only hard-and-fast course requirement in Trinity College of Arts and Sciences is English 1. Still, the curriculum is not catch-as-catch-can. Students are steered clear of known pitfalls and guided when they need it. But they have a good deal of flexibility in working out their majors.

The courses of study fall into three main divisions—humanities, natural sciences and mathematics, and social sciences. In the four-year curriculum a student may earn a bachelor of arts or a bachelor of science degree. To arrive at these degrees, Trinity offers two basic approaches: Program I, which offers guidance and flexibility, and Program II, which lets students completely design their own curriculum.

Program I, the plan chosen by most students, allows students to pursue a major in one of the college's three main divisions, undertake advanced study in a second, and elect at least two courses in the third area. An alternative to departmental majors are interdisciplinary programs, and comparative area studies of Africa, Asia, and Latin America. Students may also design a program in two or more departmental areas, a curriculum that can form an adequate basis for graduate work. Seminars, tutorials, and other classroom dialogue formats are integral parts of each student's curriculum. In the junior and senior years, seminars and independent study take a larger share of the student's academic time.

Program II attracts students who wish to put together a curriculum to accommodate unusual interests and talents. Acceptance into this program releases students from most standard requirements. In many cases, a student may receive credit for work completed away from the campus. Topics in Program II have included such areas as environmental policy, Middle Eastern and Judaic studies, architecture and urban planning, history and philosophy of science, the performing arts, and bioethics. Ordinarily students begin this program after their first semester at Duke.

Trinity College offers the independence and individual attention of a small college and the rich resources of a top-flight faculty at a major university.

The School of Engineering. The School of Engineering at Duke is part of a great liberal arts university. The enrollment of the school is limited, in keeping with our philosophy of educating engineers in a liberal arts environment—one in which the total academic experience stresses politics as well as electromagnetism, aesthetics as well as thermodynamics, ecology as well as computer science. It is an environment in which the spirit of free inquiry is a dominant theme.

Educated men and women of the late twentieth and early twenty-first centuries will need to know as much about which problems to solve first as they know about how to solve any one set of problems. The Duke environment encourages students to consider all aspects of problem solution—priorities, techniques, and ramifications.

Duke's School of Engineering has only about 700 undergraduates, of which 22 percent are women, one of the highest percentages in the nation. With about sixty faculty members, the undergraduate student-faculty ratio is about twelve to one. Engineering classes are kept small, and project experiences are encouraged in order to make certain that every student is educated as an individual, taking into account his or her personal and professional goals. The Engineering Building, together with its new addition, houses an engineering branch of the University library; it is also the location of over twenty-five individual research laboratories, available to undergraduates for project work. A number of small analog and digital

computers are provided for use by engineering students, as is an input-output terminal to an IBM 370/165 digital computer at the Triangle Universities Computation Center.

Duke's program prepares students for a variety of career options. Engineering students are now, for example, pursuing second majors in chemistry, mathematics, management sciences, public policy studies, psychology, and zoology. Recent graduates have found jobs not only in engineering but have also been accepted in graduate and professional schools in medicine, law, business administration, economics, oceanography, city planning, journalism, materials science, public administration, physics, and psychology.

The School of Engineering offers a four-year program leading to the degree of Bachelor of Science in Engineering (B.S.E.) with majors in the areas of biomedical, civil, electrical, and mechanical engineering and materials science, or in individually approved interdisciplinary programs of study. A student with special interests which cannot be satisfied by the standard curriculum may petition the faculty for admission to a major in interdisciplinary engineering studies. The following are general course requirements that most engineering majors fulfill: English 1; four mathematics courses stressing topics in analysis (calculus), linear algebra, and differential equations; Chemistry 11; Physics 51 and 52; four courses in the humanities and social sciences; and three courses in selected areas of engineering science. Of the remaining seventeen courses required for graduation the major department specifies between eight and eleven courses, leaving between six and nine as electives.

The School of Nursing. The Duke School of Nursing combines the resources of an outstanding liberal arts college and one of the nation's greatest medical centers. Nursing students at Duke engage in a four-year program through which they achieve a bachelor's degree in nursing. Primarily during the first two years (but also the last two years) nursing students take liberal arts and basic science courses with other Duke undergraduates. The focus of the junior and senior years is on the nursing major which includes both theory and clinical practice. Each student also pursues at least one area of independent study, and such work is encouraged throughout the program.

All students are active participants in planning their individual schedules with faculty advisers. Further individuality is available through a wide choice of electives, which may support a second major, other than nursing; a concentration area within nursing; or a random selection of courses. With a student-faculty ratio of seven to one, attention to each student's needs is the rule, not the exception.

One of the unique features of the Duke program is the opportunity it offers to study nursing in remote sites, or abroad in England. All students care for people in both hospitals and community settings. The program is designed to encourage students to use the summer between the junior and senior years to acquire work experience in an actual health-care setting.

The School of Nursing is committed to promoting human health by providing a foundation for knowledgeable nursing practice and by contributing to teaching, research, and public service.

Residential Life

"Choice" and "community" are perhaps the key words in thinking of residential life at Duke. There are women's dormitories, men's dormitories, freshmen-only dormitories, coed dormitories, and federations of dormitories. Beyond these choices, students may elect to live in the classic Georgian-brick buildings on East Campus, the serene Gothic stone structures on West, or the

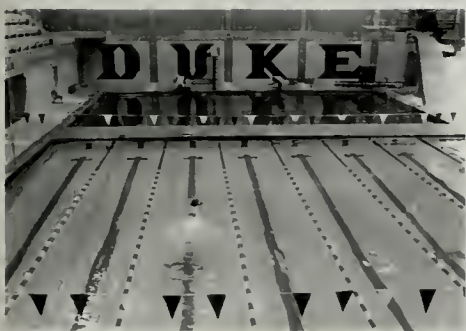


special dormitories for women nursing students, conveniently located near the Medical Center.

With all these choices, however, there is still a great sense of community within and among the various living groups. Women who belong to sororities do not share separate living quarters, and are free to affiliate with a living group of their choice. Students who elect to join fraternities (and about 45 percent do), have the option of living together; but not in remote "fraternity rows." Rather, they are assigned special sections of the dormitories so they have their own identity but do not lose their sense of community. Similarly, other living groups share dormitory space based on commonality of interests. Epworth Inn, for example, is a women's dormitory whose residents share an interest in contemporary arts. SHARE is a coed dorm, whose residents come from all three colleges and have chosen this method to create a more deliberate blend of their academic interests. Federations, a banding together of several dormitories, are another means of expressing community. Federations share social functions, legislate their own rules, and initiate such innovative "dorm courses" as black music in America, auto mechanics, belly dancing, and life drawing.

Eight out of ten students elect to live in campus housing for all four years at Duke. That students learn from each other is an academic truism; at Duke there is diversity enough to make this shared learning an exciting and pleasurable part of one's college career. About 85 percent of the student body come from outside of North Carolina, lending the institution its national flavor. About evenly divided between men and women, the student body represents nearly every state in the union and sixty-five foreign countries. There is, then, a life-style to suit almost every independent wish and at the same time, paths of community to enhance shared experience.

Dining options follow a similar pattern. There is a prepaid five- or seven-day board plan on East Campus, where meals often include candlelight, wine, and such



entrées as moussaka and coquilles St. Jacques, seafood fettucini, and quiche Lorraine. On West Campus, along with a voluntary board plan, there are also a variety of choices, including a pay-as-you-go cafeteria in the richly panelled Great Hall, the popular "fast food" staples of hamburgers and beer in the Cambridge Inn, a variety of vegetarian and health foods; the Oak Room, where table service is provided along with a sweeping view of the campus; and the newest off-shoot of the Oak Room, the Sprig, a salad and soup bar.

In addition to living-dining facilities, residential life at Duke offers a student health program for medical services, the counseling center for psychological and emotional needs, and placement services for career counseling and assistance in placement after graduation.

While off-campus living is permitted after the freshman year, the rich variety and close ties of campus residence meet the needs of the vast majority of Duke students.

The Arts

Duke has one of the broadest and finest arts programs in the nation; and Durham itself has a good arts program which supplements that of the University.

Drama. Duke has a well-rounded group of student theatrical companies. These groups perform everything from musicals to black theater to plays in the chapel. Examples of recent student musical productions include *My Fair Lady*, *Gypsy*, *A Little Night Music*, *Camelot*, and *No, No, Nanette*. From time to time, student-written plays are performed. Recently, a musical written by a Duke undergraduate was produced. Contemporary plays such as *Rosencrantz and Guildenstern are Dead*; *Happy Birthday*, *Wanda June*; and *Hot L Baltimore* were also produced. Leonard Bernstein's *Mass*, recently produced on a campus-wide scale, involved the student theater groups, choir groups, dance groups, and instrumental groups on campus.

The Union's Committee on the Performing Arts presents a "Broadway at Duke" series which brings professional theater to Duke. Past shows have included *Equus*, *Sherlock Holmes*, *West Side Story*, *Grease*, and *King Lear*. These particular shows were all chosen by a committee of students.

Duke now will be the home of the American Musical Theater Center. This organization, headed by Broadway producer Richard Adler, will produce new musicals at Duke, then take them on a national tour ending on Broadway. Students will have the opportunity to watch and work with the company while they are in production at Duke.

In Durham, many theater groups operate out of the Durham Arts Council, doing everything from Gilbert and Sullivan to dinner theater. Many Duke students participate actively in these productions.

Dance. Dance is well-represented at Duke by both student and professional groups. Student groups include Duke Dance, Dance Black, and International Folk Dance. These groups put on several performances a year, doing mostly modern dance and some ballet. The dance department at Duke offers a wide variety of classes, some with artists-in-residence. Students can also take classes from the newly formed New Performing Dance Company, a professional resident company offering courses in many areas of dance.

Duke is a member of the Triangle Dance Guild. This is an organization which combines efforts of the triangle schools—Duke University, the University of North Carolina, and North Carolina State University—in bringing international dance companies to the area for residency performances. The Duke Artist Series also sponsors classical ballet and ethnic dance companies. Among dance companies recently performing at Duke have been: the Stars of the American Ballet, Nikolais,



Murray Louis, the Martha Graham Dance Company, Pilobolus, the Atlanta Ballet, and the Milwaukee Ballet.

Music. Duke has a strong student music program, as well as an equally strong professional program. Student groups include the Duke Symphony, Wind Symphony, Marching Band, Pep Band, Concert Band, Jazz Ensemble, Chapel Choir, and Duke Chorale. The Music Department also has many artists-in-residence, such as the composer Iain Hamilton, jazz pianist Mary Lou Williams, and the Ciompi String Quartet. From time to time, student groups perform with professional musicians such as a P.D.Q. Bach concert with Professor Peter Schickele and the Duke Symphony.

Each year, Duke brings musical artists from the classical and the contemporary fields. Past classical performances at Duke have included the New York Philharmonic, the London Symphony, the Leningrad Symphony, Artur Schnabel, Leontyne Price, Andre Segovia, and many others. Recent jazz performers include the Preservation Hall Jazz Band, Ella Fitzgerald, Count Basie, Benny Goodman, Chuck Mangione, and George Benson. Recent contemporary concerts at Duke include Joni Mitchell, Santana, the Grateful Dead, Bruce Springsteen, Boston, Jefferson Starship, Kansas, Earth, Wind and Fire, and the Marshall Tucker Band.

Visual Arts. Duke's student art program includes a wide variety of classes and student art shows. Semiannual arts and crafts fairs offer students the chance to purchase art. The University has several galleries on campus for professional art shows, as well as an art museum. The Union's Crafts Center offers a wide variety of classes from pottery to jewelry.

Film is well represented at Duke by two major organizations. The Union's Freewater Film Society not only holds classes in film production but also provides equipment and grants to students interested in producing films. Freewater also

shows films three nights a week. Usually these films are coordinated in a theme series.

Quadrangle Pictures shows the best of 35mm film in both the popular and classical areas. Admission charge for all films at Duke is one dollar.

Duke Union Cable Television is a student-funded, student-operated television station that transmits to all East and West Campus dormitories and Central Campus Apartments. Since its establishment in the spring of 1976, Cable 13 has produced weekly programming geared to the interests of the Duke community. Its members have written, produced, and taped local cultural events, concerts, news documentaries, and entertainment shows in addition to live televising of all home basketball games. Training sessions held each semester provide experience for students who want to work in Cable TV.

Summer Programs. The American Dance Festival has recently moved to Duke for its summer program. For a six-week period many of the leading dance companies in the nation will be at Duke to work with each other and students, as well as to perform. This year marked the second annual summer residency of the National Opera Company at Duke. They provided workshops as well as performances while they were here. Many other programs, such as music on the quad, films, and other artist-residencies occur during the summer.

Athletics, Physical Education, and Recreation

Duke is a member of the Atlantic Coast Conference, an organization of seven schools widely regarded as the top basketball conference in the nation and increasingly acclaimed for its nationally competitive football teams. With a basketball team often ranked in the top twenty in the country, and a football team which has an outstanding record against national competition, Duke is no exception among its six league rivals. But the Duke athletic picture only begins here. There are eleven other men's and seven women's varsity sports which hold the same commitment to excellence.

Varsity Sports. Most of Duke's varsity sports are not filled with scholarship players, therefore providing athletically talented students with the opportunity to participate on an intercollegiate team. This philosophy has not diminished team effectiveness. Indeed, many teams and individuals qualify for competition at the national and international levels. A number of recent Olympians, all-Americans, and a host of conference champions have been produced in the Duke sports program which includes men's teams in baseball, fencing, golf, lacrosse, soccer, swimming, tennis, track, wrestling, and cross country and women's teams in basketball, field hockey, golf, gymnastics, swimming, tennis, and volleyball.

If the 750 varsity athletes were the only sports participants on campus, Duke University would not have its reputation of dynamic, dedicated involvement by the student body. A total enrollment of over 10,000 in intramural, club sports, and coeducational recreational activities, however, attests to the depth of commitment and multiple participation by students on this campus of 5,600 undergraduates.

Physical Education. The physical education department is the backbone of the recreational and extracurricular programs at Duke. Nearly 100 activity and theory courses are offered to develop a high level of fitness and proficiency in lifetime leisure sports. Students are, therefore, able to take full advantage of the fine physical facilities available to them including two gymnasiums, three pools, three tennis facilities totaling thirty-six courts, an 8,500-seat indoor stadium, dance studios, a large recreation building, a challenging year-round golf course designed by Robert Trent Jones, 44,000-seat Wade Stadium, a modern pro-turf track on which seven world records are currently held, a modern weight room, a

baseball stadium, a demanding cross country course, and acres of athletic and recreation fields. In addition, many miles of running and jogging trails have been constructed in the 8,000-acre Duke Forest.

Intramurals and Club Sports. Intramurals are an integral part of Duke life, involving competition between teams of individuals from the numerous sectional residences, fraternal organizations, or other interest groups on campus. Organized activities for both men and women are listed in the back of this bulletin. Sports clubs are also increasing in popularity at Duke. These student inspired and student operated organizations provide both intra- and intercollegiate competition to supplement the physical education and intramural programs. Last year 640 participants supported twenty-three clubs.

Duke's southern location is conducive to outdoor activities on a year-round basis. Independent recreation may be pursued whenever facilities are available. The pools have open swimming hours and the running tracks, tennis courts, exercise rooms, and other areas are open to all students.

One special program, Project WILD (Wilderness Initiatives for Learning at Duke) is patterned after Outward Bound. It is an opportunity to develop a sensitivity to the thoughts and feelings of fellow students as well as a finer appreciation for the beautiful North Carolina wilderness. A brochure and application concerning this program will be sent to all students upon acceptance to Duke.

Aside from its regularly scheduled activities, Duke has also hosted a number of exhilarating special events. Perhaps the most noteworthy of these has been a series of three international track meets involving the national teams of West Germany, Russia, Pan Africa, and the United States, and an annual celebrity golf tournament to raise money for research in children's diseases.

Athletics are an important supplement to academics and are an integral part of campus life. Nearly the entire body of undergraduates at Duke is involved in one or more phases of this comprehensive athletic program. Duke students take great pride in the success of their intercollegiate teams and support them strongly, but also find outlets for their energy in the many other opportunities for recreation and competition which exist at the University.



Admissions



Policies and Requirements

"I request . . . that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination, and application evincing a wholesome and real ambition for life."—James B. Duke in the Duke Endowment Indenture.

The Indenture creating Duke University sets forth basic guidelines upon which the selection principles of undergraduate admissions are structured. The University's tradition of commitment to learning and to service is reflected in the selection of its students. Careful review of each candidate's academic records, nonacademic accomplishments, and personal strengths assure adherence to the University's founding principles and continuing commitments.

Because the University is a community representing a broad variety of programs and interests, an important task of the Committee on Admissions is to assess the candidate's capacity for learning and potential for contribution within the residential experience. The evaluation of each applicant's past achievements enables the committee to select students with special talents and interests suited to the University's opportunities.

The Committee on Admissions reviews the quality of a student's academic performance as explained by the secondary school's evaluation system. Factors which affect academic performance are also considered. These influences include the academic environment of the student's school, the level of difficulty of the student's courses, and the number and diversity of academic subjects presented. Academic recommendations, academic aptitude, and evidence of scholarly promise are reviewed for each applicant. All candidates are encouraged to discuss their intellectual commitments and to provide complete information on their academic background in their applications for admission.

The evaluation of each candidate emphasizes a review of involvement beyond the classroom for personal qualities of maturity in judgment and of positive energy towards accomplishment and service. Diversity of interests, level of involvement, development of talent, and presentation of information (including responses to essay questions) are primary factors influencing this part of the screening process. All applicants should conceptualize their interests and activities in well-constructed summaries.

The admissions committee has refused to establish a minimum test score and class rank which prospective students must achieve in order to be considered for admission, and it has also maintained an open policy with regard to the geographical distribution of the student body. The commitment of the University to its region, however, is reflected in the fact that approximately 40 percent of a

diverse and distinctly national student body resides in the southeastern United States.

Testing

All freshman candidates are required to take the College Entrance Examination Board Scholastic Aptitude Test (SAT), the English Composition Achievement Test, and two other achievement tests of their own choosing. Candidates for the School of Engineering must take an achievement test in mathematics. Although this battery of tests is preferred by the admissions committee, examinations offered by the American College Testing Program (ACT) are also acceptable and students should observe the test deadlines indicated in the admissions calendar.

Although it is clearly to the applicant's advantage to perform competently on standardized examinations, it should be remembered that these tests are not considered by themselves to be primary predictors of academic success on the college level by the Committee on Admissions. Rather, they are employed in the context of all other application materials as validating information.

Requests for Information

Applications and further information about the University may be obtained from the Office of Undergraduate Admissions, Duke University, Durham, North Carolina 27706. A financial aid form will be enclosed.



Most students file their applications with the \$25 application fee early in the fall of their senior year. Applicants for whose families the \$25 fee would cause financial hardship should enclose a letter explaining the circumstances and requesting a waiver. The secondary school report forms provided in the application packet should be given to the appropriate school official with the request that they be submitted to the University as soon as possible and no later than the application deadline.

Early Admission

Students who apply to enter the University after their junior year as early admission candidates should be able to demonstrate that they have exhausted the advanced level courses at their secondary schools, and that their abilities are clearly at a level which demands the immediate and greater challenges of a college curriculum.

September Admission for Freshmen

Two separate admission notification dates—1 February and 15 April—exist for freshman applicants who wish to enter in September.

February Notification is designed for students who clearly have Duke as one of their primary college choices and wish to learn by 1 February the decision on their application. February notification differs from early decision plans at other colleges and universities in several ways. Candidates may simultaneously apply to other universities, will not be required to withdraw those applications upon admission to Duke in February, but will be required to pay a \$125 nonrefundable deposit by 15 February if they accept the offer of admission. Applicants who are denied admission in February will not be reconsidered under April notification. In recent years, 40–50 percent of the freshman class spaces have been filled in February. Children of alumni are given special consideration if they choose to apply in this early group.

The application deadline for February notification is 1 December of the senior year. SATs and achievement tests may be taken as late as 2 December, although earlier test dates are recommended.

April Notification candidates observe a 1 February application deadline, although most students file their applications and the \$25 application processing fee during the fall of the senior year. Scholastic Aptitude Tests and achievement tests must be taken no later than 27 January 1979. Decisions will be mailed by 15 April, and accepted candidates who plan to matriculate must pay their nonrefundable reservation fees by 1 May, the candidates' reply date.

January Admission for Freshmen

Duke undergraduates electing either December graduation or study abroad opportunities during the spring term create approximately two hundred spaces which can be offered to new students at mid-year. This affords the University the opportunity to offer admission to some well-qualified students who had applied for entrance in the fall term at Duke but for whom there was no space in the September class. Students who are accepted on a deferred basis to begin their studies in January are given the option to remain on a waiting list for September admission should space become available. They are asked to confirm their matriculation in January only after it becomes clear that there are no additional vacancies in the fall, usually in late May or early June.



Entrance in January is also frequently chosen by the accelerating student who graduates at mid-year, the high school graduate who applies after the senior year and wishes to postpone entering college to work or travel, and the accepted Duke candidate who postpones matriculation for one semester. Students who have been accepted for September admission may request that their place be held for the semester beginning in January, and will usually find the Committee on Admissions sympathetic to their plans for the intervening semester.

Approximately one-half of the students who enter Duke in January each year on deferred admission enroll in college courses during the preceding semester. A fully accredited, local college/university on the semester system is normally the best choice. Advance approval must be given by the University; however, a fairly liberal approach is followed for the transfer of credit. Once a student's plans to matriculate at mid-year are confirmed, details are outlined for choosing courses for the fall. January matriculants have little difficulty in scheduling courses in the proper phase and sequence.

Students who do not present college credit upon entrance in January may elect to enroll in one of Duke's three terms of summer school or arrange an individual program with the approval of the dean to enroll in additional courses after the freshman year. (Four courses per term is the normal load.)

Most students who matriculate at mid-year complete the requirements to graduate with their class entering in September; however, they may elect to graduate the following summer or in December.

January freshmen are provided the same orientation programs, dormitory housing, and access to the Freshman Advising Center which are available to freshmen who entered in the fall.

The application deadline for new January candidates is 15 October, but required test dates fall considerably earlier. Achievement tests must be taken no later than 6 May 1978, and SATs no later than 3 June. Students will be notified of

the decisions on their applications by 15 November, with the expectation that those who are accepted will reply by 1 December.

Transfer Admission

A select group of transfers are admitted to the University each semester. Ordinarily, the students in the best position to compete for acceptance are those who have completed two and usually three semesters of work at fully accredited institutions, and have achieved at least a *B* average before they submit applications for transfer. In a very limited number of cases, students apply during the freshman year for admission as first semester sophomores; however, these students are at a disadvantage and will not receive a decision on their applications until the final record of the freshman year has been received and evaluated. Transfer applicants are asked to present Scholastic Aptitude Test scores for review, although no achievement tests are required. ACT scores are also acceptable in lieu of SATs. To earn a Duke degree, transfers should expect to spend the last two years (or sixteen course credits) of undergraduate work in residence at the University.

Although dormitory housing cannot be provided, a number of accepted transfers are able to obtain on-campus residence in the Central Campus Housing facility. These University-owned apartments are allotted on a first-come basis for a restricted period of time. The Office of Housing Management will assist transfers in finding accommodations (and often roommates) in apartments near the campus. Students desiring information about such housing should write to the director of housing management.

The Office of the Registrar evaluates the transcripts of transfer applicants only after they have been accepted, and it is difficult to predict, therefore, which courses will be accepted for transfer credit. Generally courses taken at fully accredited institutions which are similar to courses offered at Duke will receive specific or elective credit from the University. A course in which a grade of less than *C*— has been earned cannot be accepted for transfer credit. Pass/fail courses receive pass/fail consideration at Duke.

Because of limited facilities, the number of spaces available for transfers in the School of Nursing is very small. Prospective candidates should consult the Office of Admissions for further information before making application.

Students who wish to be considered for September admission to the School of Nursing must submit applications by 1 February; decisions will be mailed by 15 April. Applications to both Trinity College and the School of Engineering must be received by 1 April; decisions will be mailed by 15 May. For January admission, applications must be submitted by 15 October; decisions will be mailed by 15 November. In both cases, reservation fees must be paid within fifteen days after acceptance.

Applications may be obtained from the Office of Undergraduate Admissions, Duke University, Durham, North Carolina 27706.

Visiting the Campus

Although students who have the opportunity to do so are encouraged to visit the campus, personal interviews are not required. The number of interview requests has increased so dramatically in recent years, however, that it is often impossible to grant all requests for individual appointments. Since the interview is designed primarily to assist students in learning about the University, those who cannot arrange an individual appointment should not be reluctant to join one of the group information sessions conducted each weekday by a member of the admissions staff. Student-led tours of the campus are normally offered



Monday through Friday at 11:00, 1:00, and 3:00; however, this schedule fluctuates during vacation periods and holidays.

From January through April when applications for admission are being reviewed, individual interviews are suspended, although group sessions continue.

Candidates wishing to schedule an appointment between May and December are urged to contact the admissions office at least three weeks in advance of the proposed visit. Interviews are scheduled Monday through Friday between 9:00 A.M. and 4:00 P.M.; Monday and Friday appointments are, understandably, in the greatest demand. Individual interviews are not granted on Saturdays; however, during the academic year, a group session is provided each Saturday at 10:30 A.M.; a tour follows at 11:30.

Students coming to Duke for tours and/or interviews who need accommodations should contact the receptionist in the admissions office, 2138 Campus Drive, telephone 919/684-3214, specifying time of arrival, at least one week prior to the planned visit. If given sufficient notice, accommodations can be arranged during the academic year except for holidays and examination periods. Duke undergraduates will host overnight visitors in their dormitory rooms at no charge. Arrangements may also be made to observe classes and lectures in the company of Duke students. Prospective guests of the University planning arrival by plane at Raleigh-Durham Airport should note the availability of limousine service directly to and from the campus and admissions office at very reasonable rates.

In many cities throughout the country, personal interviews are available for candidates through local Alumni Admissions Advisory Committees. If such a committee exists in a candidate's community, the candidate will be notified and a personal interview arranged. These interviews usually take place during January and February.

Advanced Placement

Departmental faculty recognize that many students enter Duke having completed substantially the equivalent of introductory undergraduate courses

either in meeting high school requirements (e.g., through advanced placement courses and examinations) or in summer work taken before matriculation at Duke. Provisions have been made to ensure that no freshman is required to repeat, at Duke, work previously mastered.

Credit toward the Duke degree cannot be awarded for college courses taken to meet high school graduation requirements. This policy in effect means that credit will not in many cases be given for courses taken on special "bridge" programs which allow talented high school juniors or seniors to enroll in local community colleges or state or private universities, taking courses which substitute for those which would normally have counted toward high school graduation requirements. Placement in courses beyond the introductory level at Duke may, however, be granted to students who have taken such courses; in other words, the student may be allowed to bypass the beginning courses in a particular department with the consent of the appropriate director of undergraduate studies. Students who believe that they may be entitled to placement in advanced courses on the basis of special high school courses, should confer during orientation with their faculty advisers and with the appropriate director of undergraduate studies. Students may be asked to verify placement in a special placement examination, or in another type of interview or examination at the discretion of the department concerned.

Duke recognizes the Advanced Placement Programs of the CEEB, and the individual departments grant both credit and placement in advanced courses for achievement evidenced by scores of 3, 4, or 5 on the Advanced Placement Examinations offered each May; they may not be taken once a student has enrolled at Duke, and no equivalent examinations granting degree credit (e.g., CLEP; locally administered placement tests, etc.) are recognized by the University.

The accompanying table lists the individual departments offering credit on the basis of Advanced Placement Examinations, and the placement and credit policies normally followed by each. Where "deferred credit" is noted, a student must pass at Duke before the end of the sophomore year, a course at a specified level and with a specified standard of performance; only when this requirement is met, will credit for advanced placement work be entered on the transcript.

Advanced placement levels and credits indicated in the accompanying table are those currently awarded; in every case, both placement and credit are subject to departmental review and may be changed at the discretion of the department concerned. The table is intended only as a guide for prospective students seeking to ascertain correct placement levels during their college search. All students who are accepted for admission and who have asked that their advanced placement scores be reported to Duke by the CEEB will receive a letter during orientation, telling them of the credit and placement officially awarded them. No placement or credit can be considered until the student has had an official report or scores sent to the Office of the Registrar, Duke University.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of race, color, national or ethnic origin, sex, or handicap, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. It admits qualified students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.

Advanced Placement

<i>APP Exam Taken</i>	<i>Score Received</i>	<i>Duke Credit</i>
Art History and Art Studio	3, 4, 5	Varies
Biology	3 4, 5	Biology 14* Biology 14
Chemistry	3 4, 5	Chemistry 11,* 12* Chemistry 11, 12
Classics	3 4, 5	Latin 100* Latin 100
English (APP credit in English does not exempt students from English 1, Composition)	3 4, 5	English 20* English 20
French Language	3 4, 5	French 76* French 76
French Literature	3 4, 5	French 70* French 70
German	3 4, 5	German 101 German 101
History (American)	3 4, 5	History 91,* 92* History 91, 92
History (European)	3 4, 5	History 21,* 22* History 21, 22
Math AB	3 4, 5	Math 31* Math 31
Math BC	3 4 5	Math 31* Math 31 and Math 32* Math 31, 32
Music	3, 4, 5	Varies
Physics C. Mch.	4, 5	Physics 52
Physics E and M	4, 5	Physics 52
Physics B	4, 5	Physics 41, 42
Spanish	3 4 5	Spanish 70* Spanish 70 Spanish 70, 71

*Deferred credit



Admission Calendar

January Freshmen

1978

May	6	Last Achievement Test date for January admission
June	3	Last SAT date for January admission
October	15	Deadline for submission of freshman applications for January admission
November	15	Freshman applicants notified of admission and financial aid decisions
December	1	Accepted freshman applicants pay reservation fees*

September Freshmen: February Notification

1978-1979

November	4	Preferred SAT or Achievement Test date for February notification applicants
December	1	Deadline for submission of February notification applications
	2	Last SAT and Achievement Test date for February notification applications
February	1	Candidates notified of admission and financial aid decisions†
	15	Accepted candidates pay reservation fees*

September Freshmen: April Notification

1978-1979

December	2	Preferred SAT or Achievement Test date for April notification candidates
January	27	Last SAT and Achievement Test date for April notification candidates
February	1	Deadline for the submission of April notification application
April	15	Candidates notified of admission and financial aid decisions‡
May	1	Accepted candidates pay reservation fees*

January Transfers

1979

October	15	Deadline for submission of January transfer applications
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*These fees are nonrefundable.

†Honorary scholarship applicants accepted in February will be notified of their selection as a named-scholarship winner in April.

‡All honorary scholarship applicants are now notified of their status.

November

15

Candidates notified of admission and financial aid decisions

December

1

Accepted candidates pay reservation fees*

September Transfers

1979

April

1

Deadline for submission of September transfer applications for Trinity College and the School of Engineering. Transfers to the School of Nursing must apply by 1 February. Decisions will be announced by 15 April 1979.

May

15

Candidates notified of admission and financial aid decisions

June

1

Accepted candidates pay reservation fees*

*These fees are nonrefundable.



Brief Profile—Class of 1981

Freshmen entering in September, 1977—1,175

Freshmen entering in January, 1978—259

STATISTICS FOR SEPTEMBER 1977 ADMISSIONS

	<i>Applied</i>	<i>Accepted</i>	<i>Entered</i>
Trinity College	6750	1734	877
School of Engineering	1010	464	208
School of Nursing	<u>239</u>	<u>125</u>	<u>90</u>
Totals	7999	2323	1175

The class of 1981 represents forty-one states and twelve foreign countries. Approximately 17 percent of the class came from North Carolina; 23 percent from the remaining southern states; 15 percent from the midwest and far west states; and 45 percent from the middle Atlantic and New England States.

SCHOLASTIC APTITUDE TEST DISTRIBUTION

<i>Combined SAT</i>	<i>Applied</i>	<i>Accepted</i>	<i>Entered</i>
1500-1600	53	50	13
1400-1499	427	296	102
1300-1399	1318	647	269
1200-1299	2033	649	356
1100-1199	1871	377	247
Below 1100	2043	291	185

As there are no minimally acceptable scores on the SAT, nor any specific scores which are viewed as "cut-offs," students with superior academic records are encouraged to apply for admission regardless of standardized test results. The great majority of Duke applicants present strong credentials, however, so the applicant should be aware of the keen competition for available freshman class places.

CLASS RANK DISTRIBUTION

Public High Schools

	<i>Percentage of Applicants *</i>	<i>Percentage of Accepted</i>	<i>Percentage of Entered</i>
Top decile of class	61 %	85 %	78 %
Second decile	23 %	11 %	16 %
Below second decile	<u>16 %</u>	<u>4 %</u>	<u>6 %</u>
	100 %	100 %	100 %

*Note: 19 percent of public school applicants reported no rank.

Private and Parochial Schools

	<i>Percentage of Applicants *</i>	<i>Percentage of Accepted</i>	<i>Percentage of Entered</i>
Top decile of class	35 %	57 %	51 %
Second decile	22 %	19 %	21 %
Below second decile	<u>43 %</u>	<u>24 %</u>	<u>28 %</u>
	100 %	100 %	100 %

*Note: 42 percent of independent school applicants reported no rank.



Financial Information



Expenses

Though total expenses can differ with the tastes and habits of the individual student at Duke, an average student will spend approximately \$6,790 during the academic year. A breakdown of the expenses a student can expect to incur follows:

Tuition	\$3,830
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Income from endowments and contributions make it possible for the University to bear more than half the total cost of a student's education at Duke.

Room and Board (average)	\$2,030
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The majority of rooms on campus are occupied by two students although a limited number of single rooms are available. Costs vary according to accommodations. Men and women on the East Campus choose between a five-day and a seven-day board option. Students on the West Campus pay for each meal individually.

Books and Supplies	\$200
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Personal/Miscellaneous	\$730
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These estimated expenses are subject to change, and the prospective student should consult the Office of Undergraduate Admissions for the most current information.

An initial fee of \$125 is paid upon acceptance to the University. If a student fails to matriculate, this fee is not refundable. Upon matriculation this fee is used in the following manner. The first \$25 is a nonrefundable registration fee; the balance represents a refundable deposit used to reserve both a place in the class and a room in University housing. The refundable part of the deposit will be refunded within ninety days of proper withdrawal from the University.

Assistance

A good college education, especially in a private institution, represents a financial sacrifice for almost every family. Students in need of financial assistance are encouraged to apply for both admission and financial aid. They will be notified of the financial aid decision at the time admission is offered. Continuing students making sufficient progress toward graduation will be considered for financial assistance as long as the need for aid is demonstrated. It should be noted, however, that students are required to reapply for assistance each year. Because the extent of need is of great importance in determining whether assistance will be continued and the degree of assistance, all financial aid candidates must submit each year a Financial Aid Form (FAF) to the College Scholarship Service. The financial aid



office will review the service's evaluation of the FAF form and determine the amount of financial aid to be offered the student. Not all financial aid awarded to college students comes from the institution itself. Every applicant should consult a guidance counselor concerning the many national, state, and local organizations providing assistance for higher education.

The Basic Educational Opportunity Grant Program (BEOG) exists for students whose families will need considerable financial assistance. Application for BEOG funds may be made by completing the BEOG section of the Financial Aid Form. All financial aid applicants are encouraged to apply for BEOG funds.

A number of families make use of the Federally Insured Student Loan Program. This program is designed to guarantee or insure student loans made by banks or other incorporated state lending agencies. If a student meets stated federal guidelines, the government will pay the interest (7 percent) on the loan while the student is in school. The financial aid office can provide the address of the lending agency for each state.

The Aid Award. Financial aid is awarded in a combination of grant funds, loans, and work-study jobs. The work-study opportunity and the loan are normally called the self-help portion of the award. The standard aid package at Duke provides that the first \$1,950 of each student's need be awarded in the form of self-help funds. Funds awarded in excess of \$1,950 will be grant funds. This combination of University gift funds and opportunities for self-help enables Duke to extend its resources to a larger number of deserving students. A student may choose not to accept any portion of an aid award with the understanding that the responsibility for providing the dollar equivalents is accepted by the individual.

National Direct Student Loan funds supplied by the federal government and Duke are available to students with need. Repayment of these loans begins nine months after the student ceases full-time study. Interest accrues at the rate of 3 percent and begins nine months after the student ceases full-time study. Complete

repayment is scheduled to take place within a ten-year period. An individual repayment schedule will be arranged when each student's studies are completed.

Employment, the other part of the self-help portion of the financial aid package, usually requires between nine and fifteen hours a week and provides an average income in an academic year of \$1,000. The money is paid directly to the student, as the work is performed, through the biweekly University payroll. The placement office provides assistance in finding part-time jobs both on campus and in the city of Durham.

Scholarships. Many scholarships and grants-in-aid, based on need, are available annually from personal endowments and corporate sources. These "named" scholarships may be awarded on the basis of achievement in a particular field or because of the generally outstanding quality of the student's record.

Instrumental and vocal performers may compete for the *A. J. Fletcher Scholarships* which are awarded on the basis of merit and need. These scholarships are not limited to music majors.

The *Alyse Smith Cooper Scholarship* is awarded annually to deserving students from North Carolina. Preference is given to students from Alamance County and to students majoring in music. Special consideration is given to students of piano, organ, and voice. The scholarships are usually awarded to incoming freshmen and are renewable subject to evidence of satisfactory undergraduate achievement. Musical scores and tapes, as well as all requests for information regarding music scholarships, should be addressed to the Chairman, Scholarship Committee, Department of Music, Duke University, Box 6695 College Station, Durham, North Carolina 27708.

Nursing students may apply for the *Florence K. Wilson Scholarship* or the *Marian Sanford Sealy Scholarship*. The *Lelia R. Clark Scholarship*, also for nurses, was established in 1971 to cover tuition and fees for a student, preferably from North Carolina.

Engineering students may qualify for one of the *J. A. Jones Memorial Scholarships*, sponsored through the Jones Fund for Engineering. The Jones scholarships are granted without regard to the student's intended major in engineering, and they are renewable as long as the student maintains a satisfactory academic record.

United Methodist Scholarships are available on a need basis to Methodist students who have been leaders in their local Methodist Youth Fellowship groups. In many cases, children of ministers in the North Carolina and the Western North Carolina Annual Conferences of the United Methodist Church may be eligible to receive a partial remission of the tuition charge. Details of eligibility may be found in a brochure prepared by the Office of Financial Aid.

Beginning in the second semester of their freshman year, cadets are eligible to compete for an *Air Force ROTC College Scholarship*. This scholarship includes full tuition, books, laboratory fees, and \$100 per month subsistence. The scholarship is awarded on a merit basis and considers academic achievement, leadership potential, and overall performance.

The *NROTC College Scholarship Program* provides four years of tuition, fees, and textbooks at government expense, plus subsistence and summer active duty pay which amounts to approximately \$5,000 per year. Selection for this program is made on the basis of an annual nationwide competition conducted by the Department of the Navy. Students may also apply for the NROTC program after arriving on campus.

For additional information regarding financial aid at Duke, students should write the Office of Financial Aid, 2138 Campus Drive, Duke University, Durham, North Carolina 27706.

Beyond the Classroom



Arts

Chamber Music Ensembles
Chancel Singers
Chapel Choir
Chorale
Collegium Musicum
Dance Black
Duke Dance Group
Duke Folksong Society
Duke Players

Hoof 'n Horn
International Folk Dance
Jazz Ensemble
Karamu
Marching Band
Pep Band
Performing Arts Committee
Symphony Orchestra
Wind Symphony

Athletics

Varsity Sports

Men's Sports

Baseball
Basketball
Cross Country
Fencing
Football
Golf

Women's Sports

Basketball
Field Hockey
Golf
Gymnastics

Lacrosse
Soccer
Swimming
Tennis
Track
Wrestling

Swimming
Tennis
Volleyball

Intramural Sports

Men's Sports

Archery
Badminton
Basketball
Big Four Day
Bowling
Cross Country
Golf
Handball

Women's Sports

Badminton
Basketball
Big Four Day
Softball
Swimming

Horseshoes
Softball
Swimming
Table Tennis
Tennis
Track
Volleyball
Wrestling

Table Tennis
Tennis
Track
Volleyball

Coeducational Recreational Sports

Badminton
Basketball
Softball

Tennis
Volleyball
Water Polo

Club Sports

Archery
Badminton
Crew
Cycling
Fencing
Field Hockey
Football
Frisbee
Gymnastics
Ice Hockey
Karate
Neredian (synchronized swimming)

Outing
Project WILD
Rugby
Sailing
Scuba
Skydevils (parachuting)
Soccer
Table Tennis
Tennis
Volleyball
Women's Lacrosse
Women's Soccer

Club Organizations

Astronomy Club
Bridge Club
Chess Club
Commodore Club

Duke Photo Club
Forestry Club
Gamers Club
Geology Club

Media

Amateur Radio Association
Archive
Chanticleer
Duke Cable Vision
Duke Chronicle

Hotline
Latent Image
Publications Board
Teachers Evaluation Course
WDUR

Religious Organizations

Ba'hai Club
Campus Crusade for Christ
Duke Christian Fellowship
Hillel

Inter-Varsity Christian Fellowship
Newman Community
Young Men's Christian Association
Young Women's Christian Association

Service Organizations

American Field Service
Circle K
College Civitans
Committee for Racial Understanding
Duke Center for Tension Control

Food Co-op
PISCES
Sandals
Student Project for University Development

Annual Professional Art Groups and Committees

American Dance Festival
American Musical Theatre
Broadway at Duke
Chamber Arts Society
Duke Artist Series
Duke University Art Museum
Duke University Office of Cultural Affairs
Duke University Union Crafts Center
Duke University Union Graphic Arts
Duke University Union Major Attractions
Committee

Duke University Union Performing Arts
Committee
Loblolly Summer Performing Arts Program
Performing Arts Series
National Opera Company
New Performing Dance Company
North Carolina Symphony Orchestra
Opera Festival and Workshop
Triangle Dance Guild



Duke University Union Committees

Cable Television
Committee on the Performing Arts
Crafts Center
Freewater Film Society

Graphic Arts Committee
Major Attractions Committee
Major Speakers Committee
Special Events Committee

Student Government

The Association of Independent Houses (AIH)
The Associated Students of Duke University (ASDU)
The Engineers' Student Government

The Nurses' Student Government Association
The Men's Interfraternity Council (IFC)
The Panhellenic Council
The Undergraduate Judicial Board

Miscellany

Air Force ROTC
Association of African Students
Black Students' Alliance
Bench and Bar Society
Chinese Student Association
College Republicans
Committee for Concerned Scholars
Community Environmental Education
Council for Exceptional Children
Crocket Society
Demolay
Directions for Educated Women

Duke Democrats
Duke Gay Alliance
Duke Men's Alliance
Duke Women's Alliance
Naval ROTC
North Carolina Public Interest Research Group
North Carolina Student Legislature
Orchid Society
Reading Center Club
Society for Creative Anachronism
Young Democrats
Young Americans for Freedom

Fraternities

Alpha Phi Alpha
Alpha Tau Omega
Beta Phi Zeta
Beta Theta Pi
Delta Sigma Phi
Delta Tau Delta
Kappa Alpha Psi
Kappa Sigma
Omega Psi Phi
Phi Delta Theta

Phi Kappa Psi
Phi Kappa Sigma
Pi Kappa Alpha
Psi Upsilon
Sigma Alpha Epsilon
Sigma Chi
Sigma Nu
Sigma Phi Epsilon
Tau Epsilon Phi
Theta Chi

Sororities

Alpha Delta Pi
Alpha Epsilon Phi
Alpha Kappa Alpha
Chi Omega
Delta Delta Delta
Delta Sigma Theta

Kappa Alpha Theta
Kappa Delta
Kappa Kappa Gamma
Phi Mu
Pi Beta Phi
Zeta Tau Alpha

Academic Societies and Activities

American Society of Civil Engineers
American Society of Mechanical Engineers
Anthropology Majors Council
Committee on Experimental Education
deTocqueville Society
Duke Debate Team
Duke Pre-Meds
English Majors Union

History Majors Union
Management Science Majors Union
Political Science Majors Union
Psychology Majors Union
Public Policy Majors Union
Radical Academic Union
Trinity College Historical Society
Zoology Majors Union

Residential Halls*

East Campus

Addoms—Women's Cross-Sectional House—SGA Federation
Alspaugh—Women's Cross-Sectional House—Baldwin Federation
Aycock—Women's Cross-Sectional House
Bassett—Women's Cross-Sectional House—Baldwin Federation
Brown—Men's Cross Sectional House—Baldwin Federation
Epworth—Women's Selective House
Gilbert—Men's Cross-Sectional House—SGA Federation
Giles—Women's Cross-Sectional House
Jarvis—Women's Cross-Sectional House
Pegram—Men's Cross-Sectional House—Baldwin Federation
Southgate—Coeducational Freshmen House—SGA Federation
Wilson—Coeducational Selective House

West Campus

BOG—Men's Selective House—Few Federation
Broughton—Women's Cross-Sectional House—Kilgo Federation
Buchanan—Men's Cross-Sectional House—Few Federation
Burton—Women's Cross-Sectional House—Edens Federation
Canterbury—Women's Cross-Sectional House—Few Federation
Cleland—Women's Cross-Sectional House—Few Federation
Fubar—Men's Cross-Sectional House—Few Federation
Gloucester (House G)—Women's Cross-Sectional House
Hampton (House H)—Women's Cross-Sectional House
Hanes Annex—Nursing Students House

*Cross-sectional houses includes all four class years. In selective houses students apply and are selected by house residents.

Hanes House—Nursing Students House
 House CC—Men's Cross-Sectional House
 House I—Men's Freshmen House
 House P—Men's Freshmen House
 House Z—Men's Freshmen House
 Lancaster—Men's Cross-Sectional House—Edens Federation
 Maxwell—Men's Cross-Sectional House
 Mirecourt—Coeducational Selective House—Edens Federation
 Tabard—Women's Cross-Section House—Edens Federation
 Taylor—Men's Cross-Sectional House—Edens Federation
 Trent Drive Hall—Coeducational Freshmen House
 Stonehenge—Men's Cross-Sectional House—Kilgo Federation
 Wannamaker I—Coeducational Freshmen House
 Wannamaker IV—Women's Cross-Sectional House
 Warwick—Men's Cross-Sectional House—Few Federation
 Wellington—Men's Selective House
 York—Coeducational Cross-Sectional House—Edens Federation



Courses of Instruction



Definition of Terms

Introductory-level courses are numbered below 100; advanced-level courses are numbered 100 and above. Courses numbered 1 through 49 are primarily for freshmen; courses numbered from 200–299 are primarily for seniors and graduate students.

Odd-numbered courses are usually offered in the fall semester; even-numbered courses in the spring semester. Double numbers separated by a hyphen indicate that the course is a year course and must normally be continued throughout the year if credit is to be received. Double numbers separated by a comma indicate that although the course is a year course, credit may be received for either semester without special permission. The following symbols, suffixed to course numbers, identify the small-group learning experiences: *S*, seminar; *P*, preceptorial; *T*, tutorial; *D*, discussion section.

ANTHROPOLOGY

Dr. William M. O'Barr
Director of Undergraduate Studies
02 North Building

Degree Offered: A.B.

93. Human Origins; 94. Elements of Cultural Anthropology; 99. Cultural Anthropology; 101, 102. Introduction to the Civilization of Southern Asia; 107. Introduction to Linguistics; 115. Sex Roles in Evolutionary Perspective; 116. Language, Ethnicity, and New Nations; 117. Language, Law, and Politics; 119. Language, Culture, and Society; 123. Peoples of the World: Mediterranean Europe; 124. Peoples of the World: American Indian; 125. Peoples of the World: Africa; 126. Peoples of the World: Oceania; 127. Peoples of Mesoamerica; 129. Peoples of the World: Middle East; 130. Social and Cultural Change; 131D. Principles of Archaeological Investigation; 132. Human Evolution; 133. The Effects of Colonialism and Neo-Colonialism on Native Peoples; 134. Political Anthropology; 135. Anthropological Research in American Culture; 137. Kinship and Social Organization; 139. The Anthropology of Complex Society; 140. Myth and Ritual, Literature and Drama; 141. Peoples of the World: Southeast Asia; 142. Peoples of the World: South Asia; 143. Primate Biology; 144. Evolutionary Study of Behavior; 146. Cross-Cultural Perspectives on Health Care Delivery; 150. Law and Anthropology; 162. Cultural Ecology; 164. Peasantry and Peasant Movements; 165. Psychological Anthropology; 166. Introduction to Archaeology: Man and Culture; 170. Economic Anthropology; 185T, 186T. Junior Tutorial; 193. Independent Study; 195S, 196S. Senior Seminar; 210. Linguistic Anthropology: Theory; 211. Linguistic Anthropology: Ethnography of Communication; 220S. Society and Culture in India; 222. Topics in African Anthropology; 242. Topics in Prehistory; 243. Theory and Method in Archaeology; 244. Primate Behavior; 245. Functional and Evolutionary Morphology of Primates; 246. The Primate Fossil Record; 249. Topics in Economic Anthropology; 250. The Anthropology of Cities; 251. Ethnography of Humor; 259. Linguistic Anthropology: Language Acquisition; 264. Primate Religion; 265. Personality and Society; 266. Personality and Culture; 267. Cognitive Anthropology; 268. Law and the American Indian; 269. Topics in Law and the Social Sciences; 270. Ethnographic Field Methods; 271. Methods of Data

Analysis; 272. Primitive Music; 273. Primitive Art; 275. Rank, Power, and Authority in Preindustrial Societies; 276. Analysis of Kinship Systems; 277. Class, Ethnicity, and Public Polity; 278S. Special Topics in Political Anthropology; 280S, 281S. Seminar in Selected Topics; 291, 292. Anthropological Theory.

ART

Dr. Sidney D. Markman
Director of Undergraduate Studies
112 East Duke Building

Degree Offered: A.B., departmental majors in history of art and design

History of Art

61. Introduction to the History of Architecture and Sculpture; 62. Introduction to the History of Painting and Sculpture; 63. Introduction to Ancient Art; 64. Introduction to Medieval Art; 65. Introduction to Renaissance and Baroque Art; 66. Introduction to Modern Art; 131. Art and Archaeology of the Hellenic World; 132. Roman Art and Archaeology; 133. Medieval Architecture; 134. Medieval Painting and Sculpture; 135, 136. Art of Northern Europe in the Fifteenth and Sixteenth Centuries; 137, 138. Italian Renaissance Art; 140. Seventeenth-Century Painting and Sculpture in Europe; 141, 142. American Art; 143S. History of Paints and Drawings; 144. Renaissance and Baroque Architecture; 146. Recent Interpretations of Contemporary Art; 147. Painting and Sculpture in the Eighteenth and Nineteenth Centuries; 148. Modern Painting and Sculpture: 1863 to 1905; 149. Pre-Columbian Art and Archaeology; 150. Latin American Art; 165. Painting and Sculpture: 1905 to Present; 191, 192. Independent Study; 233. Early Medieval Architecture; 237. French Renaissance Art; 244. Neoclassicism; 247. Problems in the History of Graphic Arts; 249. Problems in Pre-Columbian Art and Archaeology; 250. Problems in Latin American Art; 254. Problems in Modern Architecture; 257, 258. Problems in Modern Art; 259. Romanticism; 293, 294. Special Problems in Art History.

Design

53. Drawing; 54. Two-Dimensional Design; 56. Three-Dimensional Design; 151, 152. Photography; 153, 154. Painting; 155, 156. Advanced Drawing and Color; 159, 160. Printmaking; 161, 162. Sculpture; 164. Ceramics; 171, 172. Advanced Sculpture; 173, 174. Advanced Painting; 181, 182. Individual Project.

ASIAN AND AFRICAN LANGUAGES

Degree Offered: none

Chinese

131, 132. Elementary Chinese; 133, 134. Intermediate Chinese; 135, 136. Introduction to Modern Chinese Literature; 141. Chinese Literature in Translation.

Hindi-Urdu

171, 172. Studies in Indian Literature; 173, 174. Literature and Revolution; 181, 182. Intensive Elementary Hindi-Urdu; 183, 184. Intensive Intermediate Hindi-Urdu; 185, 186. Advanced Hindi Reading and Composition.

Japanese

151, 152. Elementary Japanese; 153, 154. Intermediate Japanese; 155, 156. Introduction to Modern Japanese Literature; 161. Modern Japanese Fiction in Translation.

Swahili

101, 102. Elementary Swahili; 103, 194. Intermediate Swahili.

BIOLOGY

Degree Offered: none, see Botany and Zoology

11-12. Principles of Biology; 11P, 12P. Preceptorials; 14. Principles of Biology; 14P. Preceptorial.

BLACK STUDIES

William C. Turner, Jr.
Black Student Program
121 Old Chemistry Building

Degree Offered: A.B.

99. Dimensions of Racism; 100. Philosophy of Black Liberation; 113. African Philosophy; 145, 146. Afro-American History; 147. The Black in the City; 150. Third World Literature; 151. Classic Literature of Black America; 152. Contemporary Literature of Black America; 176, 177. Marxism and Black Liberation; 185S. Black Studies; 189S. Special Topics; 191, 192. Independent Study; 193, 194. Independent Study in Community or Field Work.

BOTANY

Dr. Jane Philpott
Director of Undergraduate Studies
350 Biological Sciences Building

Degrees Offered: A.B., B.S.

43. Ecology and Society; 51L. Culture and Propagation of Plants; 53. Introductory Oceanography; 75. Plants of the Southeast; 90. Plants and Man; 103L. General Microbiology; 135. Evolutionary Systematics; 135L. Evolutionary Systematics; 141. Ecology and Humanity; 142L. Systematics; 145L. Plant Diversity; 146L. Plant Ecology; 151L. Plant Physiology; 160L. Plant Anatomy; 169L. The Marine Environment; 180. Principles of Genetics; 180L. Principles of Genetics; 186. Evolutionary Mechanisms; 191, 192. Independent Study; 193T, 194T. Tutorial in Botany; 195S, 196S. Seminar in Botany; 203. Cytogenetics; 203L. Cytogenetics; 204L. Marine Microbiology; 206L. Anatomy of Woody Plants; 207L. Microclimatology; 209L. Lichenology; 210L. Bryology; 211L. Marine Phycology; 212L. Phycology; 214L. Biological Oceanography; 217L. Environmental Instrumentation; 221L. Mycology; 225T, 226T. Special Problems; 233. Microbiology; 236S. Major Global Ecosystems; 248. Introductory Biochemistry; 250L, S. Plant Biosystematics; 253. Advanced Plant Physiology; 256. Physiological Role of Minerals and Water; 257S. Principles of Plant Distribution; 258. Physiology of Growth and Development; 265. Physiological Plant Ecology; 265L. Physiological Plant Ecology; 267L. Plant Community Ecology; 285S. Population Genetics; 287S. Quantitative Genetics; 295S, 296S. Seminar.

CANADIAN STUDIES PROGRAM

Dr. Richard Preston
Director and Chairman of the Canadian Studies Committee
2101 Campus Drive

Degree Offered: none

Courses are selected from other departments for an interdisciplinary major.

CHEMISTRY

Dr. Pelham Wilder, Jr.
Director of Undergraduate Studies
373 Paul M. Gross Chemical Laboratory

Degrees Offered: A.B., B.S.

10. Introductory Chemistry; 11, 12. Principles of Chemistry; 103. Chemistry and Society; 117. Inorganic Chemistry; 132. Quantitative and Instrumental Analysis; 151, 152. Organic Chemistry; 151M, 152M. Organic Chemistry; 152P. Preceptorial; 155. Spectral and Structural Study of Organic Compounds; 161, 162. Physical Chemistry; 175. Molecular Basis of Biological Processes; 191, 192. Independent Study; 193, 194. Independent Study; 195S. Seminar; 196S. Seminar; 197S. Seminar; 198S. Seminar; 201. Molecular Spectroscopy; 203. Quantum Chemistry; 205. Structure and Reaction Dynamics; 207. Principles of Thermodynamics, Diffraction, and Kinetics; 230. Environmental Oceanography; 240. Chemical Oceanography; 275, 276. Advanced Studies.

CLASSICAL STUDIES

Dr. John F. Oates
Chairman
328 Carr Building

Degree Offered: A.B., departmental majors in Greek, Latin, and Classical Studies

Greek

1-2. Elementary Greek; 63-64. Intermediate Greek; 87, 88. Sight Reading in Greek Prose; 117. Greek Prose Composition; 151S. Homer; 152S. Lyric Poets; 153S. Tragedy; 154S. Comedy; 155S. The Historians; 156S. The Orators; 181S, 182S. Greek Seminar; 191, 192. Independent Study; 193, 194. Directed Research in Greek; 198S, 199S. Senior Seminar in Greek; 200. Graduate Reading; 203. Homer; 205. Greek Lyric Poets; 206. Aeschylus; 208. Sophocles; 209. Euripides; 210. Aristophanes; 221. Early Greek Prose; 222. Thucydides; 223. Greek Orators I; 224. Greek Orators II; 225. Plato; 231. Hellenistic Poetry.

Latin

1-2. Elementary Latin; 63. Intermediate Latin; 64. Intermediate Latin: Vergil; 87, 88. Sight Reading in Classical, Medieval, and Renaissance Latin; 105S. Ovid; 107S. Lyric Poets; 111S. Elegaic Poets; 112S. Comedy; 117. Latin Prose Composition; 133. Early Greece and the Near East; 151S. Cicero; 152S. The Historians; 153S. Petronius; 154S. Lucretius; 181S, 182S. Latin Seminar; 191, 192. Independent Study; 193, 194. Directed Research in Latin; 198S, 199S. Senior Seminar in Latin; 200. Graduate Reading; 201. The Verse Treatise; 202. Roman Satire; 203. Epic: Vergil; 204. Epic: Lucan and Statius; 209. Fragments of Early Latin; 210. Lyric and Occasional Poetry; 211. Roman Oratory I; 212. Roman Oratory II; 221. Medieval Latin I; 222. Medieval Latin II; 250. Teaching Latin.

Classical Studies

11. Greek Civilization; 12. Roman Civilization; 51. Greek Literature in English Translation; 52. Latin Literature in English Translation; 53. Greek History; 54. Roman History; 55. Greek Art and Archaeology; 56. Roman Art and Archaeology; 57, 58S. Seminar in Classical Studies; 114. Greek Drama; 115. The Classical Tradition; 116. Greek Literature of the Roman Empire; 117. Ancient Mythographers; 133. Early Greece and the Near East; 134. The Athenian Empire; 135. Alexander the Great; 137. The Roman Revolution; 138. The Decline and Fall of Rome; 143. The Ancient Cities of Greece; 144. Ancient Cities: Rome and Her Colonies; 155. The Aegean Bronze Age; 156. Principles of Archaeology; 191, 192. Independent Study; 193, 194. Direct Research in Classical Studies; 195S, 196S. Junior Seminar in Classical Studies; 231S. Greek Sculpture; 232S. Greek Painting; 235S. Roman Architecture; 236S. Roman Painting; 253. Greece to the Orientalizing Period; 254. The Age of the Tyrants and the Persian Wars; 255. The Age of Pericles; 256. The Fourth Century through Alexander; 257. Social and Cultural History of the Hellenistic World from Alexander to Augustus; 261. The Roman Revolution; 262. Rome under the Julio-Claudians; 263. From the Flavian Dynasty to the Severan.

COMPARATIVE AREA STUDIES

Dr. John J. Tepaske
Chairman
2101 Campus Drive

Degree Offered: A.B., departmental majors in African, East Asian, Latin American, Middle Eastern, Russian, and South Asian Studies.

Courses are selected for the appropriate area of study from many departments.

COMPARATIVE LITERATURE

Dr. Bruce Wardropper
Chairman of the Committee on Comparative Literature
205 Languages Building

Degree Offered: A.B.

100. Introduction to Comparative Literature; 130. Urban Myths: Literature and Film; 170. The Modern: Problems of Definition, History, and Language; 191, 192. Independent Study; 193, 194. Independent Study; 220S. Comparative Literature Seminar; 280. Literary Criticism.

Courses are also selected from other departments for an interdisciplinary major.

COMPUTER SCIENCE

Dr. Thomas Gallie
Director of Undergraduate Studies
202 North Building

Degree Offered: B.S.

42. Introduction to Digital Systems; 51. Introduction to Digital Computation; 100S. Computer Programming Techniques; 150. Computers and Programming; 152. List Processing and Data Structures; 157. Introduction to Switching Theory; 163. Data Analysis; 191, 192. Independent Study; 193, 194. Independent Study; 200. Programming Methodology; 201. Programming Languages; 208. Digital Computer Design; 215. Artificial Intelligence; 221. Numerical Analysis I; 222. Numerical Analysis II; 223. Numerical Optimization; 225. Mathematical Foundations of Computer Science I; 226. Mathematical Foundations of Computer Science II; 231. Introduction to Operating Systems; 232. Metaprograms; 241. Data Base Management Systems; 244. Computer Simulation Models of Economic Systems; 251. Computer Science for Teachers; 252. Computer Systems Organization; 265. Advanced Topics in Computer Science.

DRAMA

Dr. John M. Clum

Director of the Program in Drama and Chairman of the Interdisciplinary Committee on Drama
317 Carr Building

Degree Offered: A.B.

Practical Theater

91. Introduction to Theater; 101. Acting; 102. Advanced Acting; 103. Directing; 104. Stagecraft; 105. Educational Theater; 106. Scene Design; 181S. Studies in Special Topics; 191–194. Independent Study.

Theater History

English

119. History of the Theater

Dramatic Literature

Classical Studies

114. Greek Drama

English

22S. Studies in Drama; 129. English Drama from the Middle Ages through the Eighteenth Century; 159. English and Irish Drama of the Nineteenth and Twentieth Centuries; 169. Modern European Drama; 179. American Drama; 181S. Conference on Drama.

French

110. French Comedy in the Seventeenth and Eighteenth Centuries; 111. French Drama of the Nineteenth Century; 112. French Drama of the Twentieth Century; 151. Theory and Form of Tragedy; 233. Contemporary French Theater.

German

115S. Drama

Romance Languages

160. An Approach to Comedy.

Slavic Languages

105. The Russian Theater and Drama; 183. Slavic Drama and Theater of the Twentieth Century.

ECONOMICS

Dr. David Davies

Director of Undergraduate Studies

305 Social Sciences Building

Degree Offered: A.B.

1. National Income and Public Policy; 2. Competition, Monopoly, and Welfare; 51. National Income and Public Policy; 52. Competition, Monopoly, and Welfare; 51D, 52D. Same courses as Economics 51, 52 except taught as lectures with discussion sections; 53. Economics of Contemporary Issues; 105. Economics and Justice; 106. The Economics of Poverty; 107. Economics of the Environment; 108. Economics of War; 114. Economic Geography of Africa; 115. Fundamentals of Geography; 116S. Economic Geography of Anglo-America; 120. Economic Geography of Asia; 132. Development of the American Economy; 134. Quantitative Analysis in Economics; 138. Economic Statistics; 139. Introduction to Econometrics; 149. Microeconomic Theory; 150. History of Economic Thought; 153. Monetary Economics; 154. Aggregate Economics; 155. Labor and Manpower Problems; 156. Labor Economics; 184. Canada: Problems and Issues of an Advanced Industrial Society; 189. Business and Government; 191, 192. Independent Study; 198S. Topics in Market Organization; 201S.1. Current Issues in Economics; 201S.2. Mathematical Economics; 201S.3. Economics of Higher Education; 201S.4. Conflict and Cooperation in Economics; 201S.5. Impact Analysis of Government Policies; 201S.6. Current Problems in International Monetary Arrangements; 201S.7. Economics of Discrimination; 201S.8. The Economics of Population; 201S.9. The Japanese Economy; 200. Capitalism and Socialism; 204S. Advanced Money and Banking; 211. Introduction to Mathematical Economics; 212S. Economic Science and Economic Policy; 214. Geonomics: Geography and Contemporary Economics of Africa; 219. Economic Problems of Underdeveloped Areas; 231S. Economic Development of Europe; 232. Economic History of Japan; 233. State and Urban Finance; 234. Urban Economics; 235. The Economics of Crime, Law Enforcement, and Justice; 237, 238. Statistical Methods; 243. Econometrics I; 244. Computer Simulation Models of Economic Systems; 245. Econometrics II; 257. Manpower and Human Resources; 262. Trade Unionism and Collective Bargaining; 265S. International Trade and Finance; 287. Public Finance; 293. Soviet Economic History; 294S. Soviet Economic System.

EDUCATION

Dr. Robert Colver
Director of Undergraduate Studies
213 West Duke Building

Degree Offered: A.B., departmental majors in elementary school education and science education

100. Social and Philosophical Foundations of Education; 104. The School as an Organization; 105. Elementary Education: Reading; 106. Elementary Education: Language Arts; 107. Elementary Education: Mathematics; 108. Elementary Education: Science; 113. History of American Education; 118. Educational Psychology; 151. Public School Music Education; 152. Public School Music Education II; 161. Integrated Art in the Public School; 162. Plastic Art in the Public School; 168. Secondary Education: Teaching Reading; 173, 174. Tutorial Practicum in Reading; 191, 192. Independent Study; 193, 194. Independent Study; 195S. Elementary Education: Principles; 196. Elementary Education: Internship; 201. Mathematics Program in the Elementary School; 202. Comparative and International Education: Industrialized Nations; 203. Seminar in Philosophical Analysis of Educational Concepts; 204. Educational Organization; 206. Studies in the History of Educational Philosophy; 207. Social History of Twentieth-Century American Education; 209S. John Dewey; 210. The Politics of Education; 213. Elementary School Organization and Administration; 215S. Secondary Education: Principles; 216. Secondary Education: Internship; 217. The Psychological Principles of Education; 218. Comparative and International Education: Developing Societies; 219. Comparative and International Education: South Asia; 221. Programs in Early Childhood Education; 222. New Developments in Elementary School Curriculum; 223. Teaching the Language Arts; 224. Teaching the Social Studies in Elementary Schools; 225. The Teaching of History and the Social Studies; 226. Teaching Developmental and Remedial Reading in the Elementary School; 229. Assessments of Reading Disability Cases; 230. Research Methods; 232. Psycho-educational Counseling with Parents; 233. Improvement of Instruction in English; 234. Secondary School Organization and Administration; 236. Teaching Developmental and Remedial Reading in the Secondary School; 237. Teaching of Literature in Secondary Schools; 238. Content, Supervision, and Administration of Reading Programs; 239. Teaching of Grammar, Composition, Mechanics, and Usage in Secondary School; 240. Career Development; 241. Foundations of Counseling and Personnel Services; 243. Personality Dynamics; 244. Counseling Techniques; 245. Theories of Counseling; 246. Teaching of Mathematics; 247. Practicum in Guidance and Counseling; 248. Practicum in Counseling; 249. Exceptional Children; 250, 251. Teaching Emotionally Disturbed Children: Internship; 253. Introduction to Law and Education; 254. Law and Higher Education; 255. Assessment of Abilities; 256. Classroom Assessment of Student Achievement; 258. Assessment of Personality, Interests, and Attitudes; 259. Problems in Law and Education; 260. Educational Research I; 261. Educational Research II; 262. Educational Research III; 266. Basic Science for Teachers; 268. Seminar in Contemporary Educational Criticism; 270. Junior and Community College; 271. Instructional Systems for College and University Teaching; 272. Teaching Communication Skills in Early Childhood Education; 273, 274. Clinical Reading Practicum; 276. The Teaching of High School Science; 285. Audiovisual Aids in Education; 291. Public and Community Relations of Schools.

ENGLISH

Dr. Ronald Butters
Director of Undergraduate Studies
325 Allen Building
Degree Offered: A.B.

Writing and Language

1. Freshman Composition; 10. Introductory Composition and Literature; 59. Film Criticism; 65S, 66S. Imaginative Writing; 101S. Advanced Expository Writing; 103S, 104S. Creative Writing; 105S. The Composition of Prose Narrative; 106S. The Writing of Poetry; 107. Introduction to Linguistics; 108. Development of the English Language; 109. Modern English Grammar.

English and American Literature

Introduction to Literature. One course each; English 26 may be taken twice; 21S. Studies in the Novel; 22S. Studies in Drama; 23S. Studies in the Short Story; 24S. Studies in Poetry; 25S. Studies in the Epic; 26. Studies in Special Topics; 55, 56. Representative British Writers; 57, 58. Representative American Writers; 112. English Literature of the Middle Ages; 113. Chaucer; 121. English Literature of the Sixteenth Century; 123, 124. Shakespeare; 125, 126. English Literature of the Seventeenth Century; 127. Milton; 129. English Drama from the Middle Ages through the Eighteenth Century; 131. Eighteenth-Century Literature; 133. Studies in a Major British Author; 138. The English Novel in the Eighteenth Century; 141, 142. English Literature of the Early Nineteenth Century; 143. Studies in a Major British Author; 145. English Literature, 1832-1900; 148. The English Novel in the Nineteenth Century; 151, 152. English Literature of the Twentieth Century; 154. British Poetry of the Twentieth Century; 158. The English Novel in the Twentieth Century; 159. English and Irish Drama of the

Nineteenth and Twentieth Centuries; 161. American Literature to 1800; 162. American Literature, 1800 to 1860; 163. Studies in a Major American Author; 164. American Poetry of the Twentieth Century; 171. American Literature, 1860 to 1915; 172. American Literature, 1915 to 1960; 175. Contemporary American Writers; 177, 178. American Fiction; 179. American Drama; 180S. Conference on Criticism; 181S. Conference on Drama; 182S. Conference on Poetry; 183S. Conference on Fiction; 184S. Conference on Prose Nonfiction or a Special Topic; 188. The Origins and Aims of Narrative; 191, 192, 193, 194. Independent Study; 195T. Tutorial; 197T, 198T. Distinction in English.

Foreign Literatures (in translation)

165. Readings in Scandinavian Literature; 166. The Bible as Literature; 167. Canadian Literature in English; 168. Readings in European Literature; 169. Modern European Drama.

Speech and Theater

50. Essentials of Public Speaking; 100. English for Foreign Students; 110. Essentials of Public Speaking; 119. History of the Theater; 120. The Speaking Voice; 130. Play Production; 140S. Argumentation; 150. Persuasive Speaking; 160, 170. Broadcasting; 207. Old English Grammar and Readings; 208. History of the English Language; 209. Present-Day English; 210. Old English Literary Tradition; 212. Middle English Literary Tradition; 215. Chaucer; 216. Chaucer; 221. English Prose and Poetry of the Sixteenth Century; 223. Spenser; 224. Shakespeare; 225, 226. Tudor and Stuart Drama, 1500–1642; 229, 230. English Literature of the Seventeenth Century; 232. Milton; 234. English Drama, 1642–1800; 235, 236. The Eighteenth Century; 241, 242. English Literature of the Early Nineteenth Century; 245, 246. English Literature of the Later Nineteenth Century; 251, 252. English Literature of the Twentieth Century; 263, 264. American Literature, 1800–1865; 267, 268. American Literature, 1865–1915; 270, 271. Southern Literature; 275, 276. American Literature since 1915; 280. Introduction to Folklore; 285. Literary Criticism; 287. Theory of Literature from Kant to the present.

FORESTRY AND ENVIRONMENTAL STUDIES

Dr. R. Rajagopal
102 Biological Sciences Building

Degree Offered: none

Forestry

152. Conserving Natural Resources; 203. General Meteorology; 204. Microclimatology; 205. Tree Growth and Development; 206. Anatomy of Woody Plants; 215. Air Pollution Meteorology; 217L. Environmental Instrumentation; 222. Biology of Forest Insects and Diseases; 233. General Entomology; 241. Dendrology (Taxonomy of Forest Trees); 250. Biometry; 269. Resource Economics and Policy.

Environmental Studies

243. Natural Resource Ecology; 273. Economics and Environmental Quality.

GEOLOGY

Dr. William J. Furbish
Director of Undergraduate Studies
118 Museum, East Campus

Degrees Offered: A.B., B.S.

1. Geological Environments and Man; 3. Environmental Geology; 10. Analysis of Outcrops; 12. Geology, Resources, and Society; 53. Introductory Oceanography; 72. History of the Earth; 101. Crystallographic Mineralogy; 102. Fundamentals of Mineralogy; 103. Intensive Study of Geological Environments and Man; 104. Intensive Study of Geology, Resources, and Society; 106. Igneous and Metamorphic Rocks; 108. Sedimentary Rocks; 164. Introduction to Geologic Field Methods; 168. Introductory Geological Oceanography; 169. The Marine Environment; 171. Marine Sciences Seminar; 191, 192. Independent Study; 195. Problems in Earth Science; 205. Geological Oceanography; 206S. Principles of Geological Oceanography; 208. Shallow-Marine Geology; 211S. Stratigraphic Principles and Application; 212. Facies Analysis; 214S. Sediments in Thin Section; 222. Sedimentary Minerals; 229. Economic Geology; 230. Principles of Structural Geology; 241–242. Invertebrate Paleontology; 243–244. Micropaleontology; 247. Paleocology; 250. Introduction to Marine Geophysics; 251. Principles of Geophysics; 252. Marine Geophysics.

GERMANIC LANGUAGES AND LITERATURE

Dr. Helga Bessent
Director of Undergraduate Studies
104 Languages

Degree Offered: A.B.

1-2. Elementary German; 63. Intermediate German; 101. Introduction to German Literature; 103S, 104S. Seminars in German Literature in English Translation; 105. Composition; 109S. Nineteenth-Century Prose Fiction; 115S. Drama; 117S, 118S. German Conversation and Composition; 119S. German Literature to the Goethezeit; 125, 126. The Moderns; 127. Contemporary Germany; 130. German Life and Thought; 131. Goethezeit; 132. The Romantics; 171. German Literature before 1900 in English Translation; 172. Modern German Literature in English Translation; 181, 182. German; 191, 192. Independent Study; 193, 194. Independent Study; 201S, 202S. Goethe; 203S. Eighteenth Century; 205, 206. Middle High German; 207S. German Romanticism; 209S. Drama; 211S. Nineteenth-Century Literature; 214S. The Twentieth Century; 215S. Seventeenth-Century Literature; 216. History of the German Language; 217S. Renaissance and Reformation Literature; 218S. The Teaching of German; 219. Applied Linguistics; 230. Lyric Poetry; 232. Criticism.

Yiddish

171. Yiddish Fiction in Translation; 181, 182. Elementary Yiddish; 191, 192. Independent Study.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Leroy Skinner

Director of Undergraduate Instruction

106 Card Gymnasium

Degree Offered: none

4. Beginning and Intermediate Equitation; 6. Equitation: Hunt Seat; 7. Equitation: Combined Training; 10. Individual Activity Programs; 11, 12. Adapted Physical Education; 14. Tension Control; 15. Individual Development: Aerobics, Weight Training, Conditioning; 16. Jogging; 17. Water Polo; 20. Beginning Swimming; 21. Intermediate Swimming; 22. Endurance Swimming; 23. Beginning Kayaking; 24. Advanced Lifesaving: New Materials of American Red Cross; 25. Water Safety Instructors Course: New Materials of American Red Cross; 26. Advanced Swimming and Water Safety; 27. Scuba Diving; 28. Whitewater Canoeing; 29. Beginning Sailing; 30. Beginning Golf; 31. Intermediate and Advanced Golf; 32. Handball, Racquetball, Squash; 33. Fencing; 37. Archery, Badminton; 38. Snow Skiing; 39. Bowling: Beginning and Advanced Techniques; 40. Beginning Tennis; 41. Intermediate Tennis; 42. Advanced Tennis; 43. Power Volleyball; 45. Trampoline and Floor Exercise; 46. Women's Gymnastics; 48. Self-Defense; 50. Field Hockey; 51. Soccer, Lacrosse; 52. Women's Lacrosse; 53. Basketball; 91. First Aid; 92. Cardiopulmonary Resuscitation; 93. Cardiopulmonary Resuscitation Instructors Course.

Theory Courses in Physical Education and Recreation

102. Physical Education for Early Childhood; 103. Physical Education for the Intermediate Grades; 105. Group Leadership in Recreation; 106. Methods and Materials in Recreation; 113D. Anatomical Bases for Human Movement; 114. Kinesiology; 117. Adapted Physical Education; 146. Women in Sports; 163. Coaching Baseball and Track in Secondary Schools; 164. Coaching Basketball and Football in Secondary Schools; 166. Coaching Basketball in Secondary Schools; 170. History and Principles of Physical Education and Sports; 171. Recreational Administration and Leadership; 172. The Administration of Physical Education and Athletics in Secondary Schools; 173. Protective Practices in Physical Education; 175. Psychology of Sport; 191. Independent Study; 192. Independent Study; 195S. Recent Research in Physical Education and Related Fields.

Health Education

134. School Health; 137S. Health in Developing Countries; 138S. Health Problems in Metropolitan Areas; 140S. Gerontology and Health; 174. School Health Problems; 170T. Special Health Problems; 191, 192, 193, 194. Independent Study.

Dance

Technique Courses

60. Beginning Modern Dance I; 61. Beginning Modern Dance II; 62. Intermediate Modern Dance I; 63. Intermediate Modern Dance II; 64. Advanced Modern Dance; 65. Beginning Improvisation; 66. Modern Dance Repertory; 67. Folk Dancing; 68. Ballroom Dance; 69. Beginning Tap Dancing; 70. Ballet; 71. Intermediate Ballet; 80. Individual Dance Program.

Theory Courses

130S, 131S, 133S. History of Dance; 132. Creative Movement for Children; 135, 136. Principles of Contemporary Dance Composition; 139. Movement Connotations; 191, 192. Independent Study.

HISTORY

Dr. Calvin Davis

Director of Undergraduate Studies

236 Allen Building

Degree Offered: A.B.

21. Europe to the Eighteenth Century; 21S. Europe to the Eighteenth Century; 22. Europe From the Eighteenth Century; 22S. Europe From the Eighteenth Century; 53. Greek History; 54. Roman History; 91. The Development of American Democracy to 1865; 92. The Development of American Democracy, 1865 to the Present; 175D, 176D. From Tradition to Revolution; 101A. Modern Japan in the Novel; 101C. Representative Europeans; 101D. Science in the Twentieth Century; 95. The Roman Revolution; 96. Early Greece and the Near East; 103. The Economic, Social, and Political Institutions of Europe, 1250–1600; 104. The Intellectual Life of Europe, 1250–1600; 105, 106. Political and Constitutional History of England; 107, 108. Social and Cultural History of England; 111, 112. The Colonial History of the United States and the American Revolution; 113, 114. The United States from the 1890s to World War II; 115, 116. History of Africa; 117, 118. European Imperialism and Colonialism; 119, 120. History of Socialism and Communism; 121, 122. Diplomatic History of the United States; 123, 124. City and Frontier in United States History; 125. The Athenian Empire; 126. Alexander the Great; 128. The United States and Latin America; 129, 130. Society and Government in the United States 1789–1877; 131. Mexico and the Caribbean from the Wars of Independence to the Present; 132. Major South American Nations, 1850 to the Present; 133. Medieval Europe, 300–1000 A.D.; 134. Medieval Europe, 1000–1400 A.D.; 135. Political, Economic, and Social History of Europe, 1890–1933; 136. Europe Since 1933; 137, 138. Foreign Relations of the European Powers; 139. Europe in the Age of National Unification; 140. Europe in the Era of German Ascendancy; 141. Man and Society in Traditional China; 142. The Roots of the Revolution; 143, 144. History of Modern Japan; 145, 146. Afro-American History; 147. History of India to 1707; 148. History of India and Pakistan, 1707 to the Present; 149. Military History; 150S. The Concept of the Democratic Faith; 151. Modern Technology; 153S. The Insurgent South; 154. Medieval England; 155, 156. Modern Latin America; 157, 158. The Rise of Modern Science; 159S. The Palestine Problem and United States Public Policy; 160. The United States from the New Deal to the Present; 161, 162. History of Modern Russia; 163. The Old South, 1820–1861; 164. The Origins of the New South, 1861–1900; 167, 168. Modern European Intellectual and Cultural History; 169, 170. The Search for the American Woman: A New Approach to Social History; 173, 174. History of Spain and the Spanish Empire from Late Medieval Times to the Present; 175D, 176D. From Tradition to Revolution; 177. China since 1949: The Peoples' Republic; 178. Diplomacy of the United States Since 1939; 179, 180. Bourbon, Revolutionary, and Napoleonic France; 181, 182. Development of Modern Medicine; 183S. Canada from the French Settlement; 184. Canada: Problems and Issues of an Advanced Industrial Society; 185, 186. Revolution in the Modern World; 187. Canada and the United States: Their Diplomatic Relations; 193, 194. Introduction to the Civilizations of Southern Asia; 201S, 202S. Aspects of Change in Prerevolutionary Russia; 203. The Uses of History in Public Policy I; 204. The Uses of History in Public Policy II; 205S. The Progressive Era in the United States and World War I; 206S. The Nineteen Twenties and the New Deal in the United States; 207S, 208S. The Development of Urban America; 209, 210. Selected Topics in Afro-American History, 1619–Present; 212. Recent Interpretations of United States History; 215–216. The Diplomatic History of the United States; 217. Facism and Its Background; 218. Twentieth-Century Europe; 221. Problems in the Economic and Social History of Europe, 1200–1700; 222. Problems in European Intellectual History, 1420–1550; 223S, 224S. The Old Regime, the Enlightenment, and the French Revolution; 227–228. Recent United States History: Major Political and Social Movements; 229. Recent Interpretations of Modern European History; 231S, 232S. Problems in the History of Spain and the Spanish Empire; 234S. Political Economy of Development: Theories of Change in the Third World; 237S. Europe in the Early Middle Ages; 238S. Europe in the High Middle Ages; 240. Aspects of Traditional and Modern African Culture; 241–242. Modernization and Revolution in China; 247. History of Modern India and Pakistan, 1707–1857; 248. History of Modern India and Pakistan, 1857 to the Present; 249–250. Social and Intellectual History of the United States; 255S–256S. Problems in African History; 260. Economic History of Japan; 261–262. Problems in Soviet History; 263–264. American Colonial History and the Revolution, 1607–1789; 265S, 266S. Problems in Modern Latin American History; 267S, 268S. From Medieval to Early Modern England; 269–270. British History, Seventeenth Century to the Present; 272. Poverty in the United States: An Historical Perspective; 273, 274. Topics in the History of Science; 275S, 276S. Central Europe, 1848–1918; 277S. The Coming of the Civil War in the United States, 1820–1861; 278S. The Civil War in the United States and its Aftermath, 1861–1900; 280. Historiography; 283. Political and Social Change in the United States, 1789–1860; 285S, 286S. Oral History; 287–288. History of Modern Japan; 297S. The British Empire of the Nineteenth Century; 298S. The Commonwealth in the Twentieth Century.

Undergraduate Seminars

165S–166S. Seminar in Selected Topics; 195A–196A. Renaissance Intellectual History; 195B–196B. Twentieth-Century Europe; 195C–196C. Problems in the Social and Intellectual History of the United States; 195E–196E. The Age of the American Revolution; 195F. The Coming of the Civil War in the United States, 1820–1861; 196F. The Civil War in the United States and Its Aftermath, 1861–1900; 195G–196G. Nationalism and Communism in the Far East; 195H–196H. From Rural to Urban Society in the United States; 195I. The Emergence of Germany, 1815–1871; 196I. The German Empire and Europe, 1871–1918; 195J–196J. History of International Socialism to the First World War; 195K–196K. Social Change in Modern Britain; 195L. Causes of Revolution: Search for a Model; 195M–196M. Europe and the World Since 1914; 195N–196N. The English Renaissance; 195P–196P. England in the Ages of the Puritan and American Revolution; 195R. The Age of Newton; 196R. Science and Society, 1775–1875;

195S–196S. Processes of Development in Modern Japan, 1800 to the Present; 195T–196T. Problems in the History of Russia Before 1917; 195U–196U. Social Conflict and Political Change in the United States, 1789–1860; 195W. Studies in Modern Indian History; 196W. Premodern Imperial Systems; 195X–196X. Problems in Latin American History; 195Y–196Y. Issues in the History of Tropical Africa; 195Z–196Z. Problems in Recent United States Diplomatic History; 197S–198S. Senior Honors Seminar.

MANAGEMENT SCIENCES

Dr. Robert L. Dickens
Director of Undergraduate Studies
114 Social Sciences

Degrees Offered: A.B., B.S.

50. Elementary Theory of Economic Enterprise; 50P. Preceptorial; 53. Introductory Financial Accounting; 53P. Preceptorial; 110. Probability and Statistics; 114. Decision Models; 116. Stochastic Operations Research Models; 117. Deterministic Operations Research Models; 120. Analysis of Organizational Behavior; 120P. Preceptorial; 121. Leadership and Small Groups; 137. Managerial Accounting; 141. Legal Environment of the Firm; 145. Federal Income Taxation; 151. Investment Management; 154. Finance; 161. Marketing Management; 171. Production; 191, 192. Independent Study; 193, 194. Independent Study; 201S. Market Structure and Performance; 202S. Intermediate Theory of Economic Enterprise; 212S. Seminar in Operations Research; 220S. Administrative Behavior and Organization Design; 231. Intermediate Financial Accounting; 232. Internal Control and Auditing; 234. Advanced Financial Accounting; 236S. Selected Topics in Financial Accounting; 237S. Advanced Managerial Accounting; 241. Management Strategy; 251S. Seminar in Marketing; 271S. Seminar in Production.

For the B.A. Degree

Core Program. Mathematics 31, Management Sciences 50, 110, 120, 114, and competence in computer programming. A course in macroeconomics is recommended.

Required Courses—Management Science Major. Four courses in addition to the core offered by the department, three of which must be numbered 116 or 117 or 137 or 154 or above. One of the following economics courses may count for credit in the management sciences major: 139, 153, 154, 155, 243, 244.

Required Courses—Management Sciences/Accounting Major. Management Sciences 53, in addition to the core, and three additional courses from the 130, 230 series.

For the B.S. Degree

Core Program. Mathematics 31; Management Sciences 50, 53, 110, 114, 120, 154, 161, 241; Economics 51 or 153 or 154; and competence in computer programming.

Required Courses—Management Sciences Major. Management Sciences 171 and three electives in the department, including one seminar.

Required Courses—Management Sciences/Accounting Major. Management Sciences 137 and three electives from the 230 series. Elective courses are available to provide reasonable preparation for preparation for professional certification as a certified public accountant or certified management accountant. See the director of undergraduate studies for a sequence of courses recommended as preparation for certification as a professional accountant.

MATHEMATICS

Dr. Francis J. Murray
Director of Undergraduate Studies
134 Physics

Degree Offered A.B.

19. Precalculus Mathematics; 31. Introductory Calculus; 32. Introductory Calculus; 31P, 32P. Preceptorial; 31X, 32X. Honors Calculus; 33, 34. Introductory Calculus with Digital Computation; 36. Calculus for the Social Sciences; 38. Calculus in the Development of Modern Science; 53. Basic Statistics; 103. Intermediate Calculus; 103P. Preceptorial; 104. Linear Algebra and Applications; 104P. Preceptorial; 103X, 104X. Sophomore Honors Calculus; 111. Applied Mathematical Analysis I; 112. Applied Mathematical Analysis II; 126. Introduction to Linear Programming and Game Theory; 128. Number Theory; 129. Introduction to Modern Algebra; 131. Elementary Differential Equations; 132S. Qualitative Theory of Ordinary Differential Equations; 135, 136. Probability and Statistics; 135P, 136P. Preceptorial; 139, 140. Advanced Calculus; 152. List Processing and Data Structures; 161. Numerical Solution of Ordinary Differential Equations; 171S. Elementary Topology; 181. Complex Analysis; 183. Introduction to Statistical Methods; 187. Introduction to Mathematical Logic; 191, 192. Independent Study; 193, 194. Independent Study; 196S. Seminar in Mathematical Model Building; 197S. Seminar in Mathematics; 204. Geometry for Teachers; 206. Introduction to Stochastic Processes; 207, 208. Introduction to Algebraic Structures; 217, 218. Intermediate Analysis; 221, 222. Numerical Analysis;

227, 228. Theory of Numbers; 229, 230. Algebraic Numbers; 231. Applications of Graph Theory; 234. Sample Designs; 235, 236. Algebra; 244. Analysis of Variance; 245, 246. Combinatorial Analysis; 247, 248. Arithmetic of Polynomials; 256. Orientation for Applied Mathematics; 260. Design of Experiments; 262. Nonparametric Statistics; 265, 266. Homological Algebra and its Applications; 268. Mathematical Foundations of General Relativity; 269, 270. Recursive Function Theory; 271. Point Set Topology; 272. Introductory Algebraic Topology; 273. Algebraic Topology; 274. Geometric Topology; 275, 276. Probability; 284. Least Squares Analysis of Linear Models; 285. Applied Mathematical Methods I; 286. Applied Mathematical Methods II; 287, 288. Foundations of Mathematics; 289. Mathematical Methods in Quantum Mechanics; 290. Stochastic Processes; 291, 292. Analysis I, II; 293. Multivariate Statistics; 295. Mathematical Foundations of Statistical Inference; 297, 298. Axiomatic Set Theory.

MUSIC

Mr. James Henry
 Director of Undergraduate Studies
 078 Biddle Music Building
 Degree Offered: A.B.

Theory and Composition

7-8. Dictation and Sight-Singing; 36. Acoustics and Music; 65. Fundamentals of Music Theory; 66. Tonal Harmony; 65X. Fundamentals of Music Theory; 66X. Tonal Harmony; 67S, 68S. Composition I; 107-108. Keyboard Theory; 115S. Modal Counterpoint; 116S. Tonal Counterpoint; 117S, 118S. Music Theory III; 122. Orchestration; 130T, 131T. Performance Practice (Organ) I, II; 132T, 133T. Performance Practice (Organ) III, IV.

History and Literature

125. Masterworks of Music; 138. East Asian Music; 139. Twentieth-Century Music; 156S. Music History I: History of Music from 1600 to 1750; 157S. Music History II: History of Music from 1750 to 1830; 158S. Music History III: History of Music from 1830 to 1910; 159S. Music History IV: History of Music to 1600; 160. History of the Organ and Its Literature; 161. Medieval Music; 163. Music in the Eighteenth Century; 164. Music in the Nineteenth Century; 165. Opera Literature; 166S. The Renaissance Madrigal; 174. Introduction to Jazz.

Independent Study and Seminars

179, 180. Independent Study in Musical Performance; 181, 182. Independent Study in Musical Performance; 185S, 186S. Seminar in Music; 191, 192. Independent Study; 193, 194. Independent Study; 195S. Introduction to Music Research; 106S. Seminar in Musicology.

Music Education and Pedagogy

57S, 58S, 59S, 60S. Vocal Diction; 128. Instrumental Conducting; 129. Choral Conducting; 151. Public School Music Education (Elementary); 152. Public School Music Education II (Elementary).

Applied Music

Instruction: ½ hour, quarter course credit

80. Piano; 81. String; 82. Woodwinds; 83. Brass; 84. Percussion; 85. Voice; 86. Organ; 88. Class Piano.

Instruction: 1 hour, half-course credit

90. Piano; 91. Strings; 92. Woodwinds; 93. Brass; 94. Percussion; 95. Voice; 96. Organ.

Ensemble Classes: quarter-course credit; pass/fail

100. Symphony Orchestra; 101. Wind Symphony; 102. Marching Band; 103. Jazz Ensemble; 104. String Ensemble; 105. Wind Ensemble; 106. Piano Ensemble; 109. Chancel Singers; 110. Collegium Musicum; 111. Opera Workshop; 112. Chapel Choir; 113. Chorale.

Philosophy

Dr. Paul Welsh
 Director of Undergraduate Studies
 201 West Duke Building
 Degree Offered: A.B.

41. Introduction to Philosophy; 42. Introduction to Philosophy; 43S. Introduction to Philosophy; 44S. Introduction to Philosophy; 48. Logic; 93. History of Ancient Philosophy; 94. History of Modern Philosophy; 101. Philosophy of Religion; 102. Aesthetics: The Philosophy of Art; 103. Symbolic Logic; 104. Philosophy of Science; 105. Philosophy of History; 106. Philosophy of Law; 107. Political and Social Philosophy; 108. Social Ideals and Utopias; 109. Philosophy of Language; 110. Epistemology; 111. Metaphysics; 112. Philosophy of Mind; 116. Systematic Ethics; 117. Ancient and Modern Ethical

Theories; 118. Philosophical Issues in Medical Ethics; 119. Medieval Philosophy; 120. Late Medieval and Renaissance Philosophy; 132. Nineteenth-Century Philosophy; 134. Existentialism; 196S, 197S, 198S, 199S. Seminars in Philosophy; 202. Aesthetics: The Philosophy of Art; 203. Contemporary Ethical Theories; 204. Philosophy of Law; 205. Philosophy of History; 206. Topics in Ethical Theory; 208. Political Values; 211. Plato; 217. Aristotle; 218. Medieval Philosophy; 225. British Empiricism; 227. Continental Rationalism; 228. Recent and Contemporary Philosophy; 231. Kant's Critique of Pure Reason; 232. Recent Continental Philosophy; 233. Methodology of the Empirical Sciences; 234. Problems in the Philosophy of Science; 241. Symbolic Logic; 251. Epistemology; 252. Metaphysics; 253. Philosophy of Mind; 254. Philosophy of Religion; 255. Philosophy of Action; 260. Wittgenstein; 287, 288. Foundations of Mathematics; 291, 292. Seminar in Special Fields of Philosophy.

PHYSICS

Dr. Moo-Young Han
Director of Undergraduate Studies
212 Physics Building

Degrees Offered: A.B., B.S.

32. History of Physics; 33. Energy: Principles, Problems, Alternatives; 36. Acoustics and Music; 41, 42. Fundamentals of Physics; 51, 52. General Physics; 51P, 52P. Preceptorials; 55. Introduction to Astronomy; 102. Applications of Modern Physics in Medicine; 105. Introduction to Astrophysics; 106. Topics in Astrophysics; 161. Modern Physics; 171. Electronics; 176S. Thermodynamics and Kinetic Theory; 181. Introductory Mechanics; 185. Optics and Spectroscopy; 211, 212. Advanced Modern Physics; 215. Introduction to Quantum Mechanics; 217S, 218S. Advanced Physics Laboratory and Seminar; 220. Electronics; 223. Electricity and Magnetism; 225, 226. Elementary Investigations; 231. Masers and Lasers; 240. Computer Application to Physical Measurement; 268. Mathematical Foundations of General Relativity; 280. Nuclear Reactor Physics; 282. Mechanics of Continuous Media.

POLITICAL SCIENCE

Dr. Albert F. Eldridge
Director of Undergraduate Studies
214 Perkins Library

Degree Offered: A.B.

91. The American Political System; 91D. The American Political System; 92. Comparative Politics; 93. Elements of International Relations; 94. Contemporary Political Ideologies; 59S. Television and Politics; 100. Politics of Liberties and Equality; 101, 102. Introduction to the Civilizations of Southern Asia; 103. Comparative Fascism and Totalitarianism; 105. The Black American in Politics; 107. Comparative Environmental Policies; 108. The American Presidency; 109. State and Local Government Today; 110. The Canadian Polity; 111. Contemporary Japanese Politics; 117. Comparative Legal Systems; 118. American Constitutional Development; 120. Conflict Resolution: Problems of War and Peace; 122. Modern International Politics; 123. Introduction to Political Philosophy; 124D. The Political Novel; 125. American Political Parties and Practical Politics; 126. Democratic Theory and Political Reality; 127. Law and Politics; 128. Congress and the Presidency; 129. Groups in American Politics; 131. Introduction to American Political Thought; 135. Comparative Legislative Behavior; 136. Comparative Government and Politics: Western Europe; 137. Political Behavior in Elections; 138. Quantitative Analysis of Politics; 139. Bureaucracy and Public Policy; 140. Administrative Law and Government; 141. Public Administration; 142. Administrative Responsibility; 144. American Political Thought Since the Gilded Age; 145S. Political Analysis for Public Policy-making; 146. American Legislative Behavior; 147S. Statutory Regulation of Political Activity; 148. Arab and Non-Arab Muslim World; 149. United States and East Asia; 151. Introduction to Latin American Politics; 152. Authoritarianism and Revolution in Latin America; 153, 154. Politics and the Media of Mass Communication; 155. Problems of Political Development in the New States; 157. Foreign Policy of the United States; 158. Foreign Policy Decision-making in the United States; 159S. Politics of Professions; 161. Comparative Government and Politics: Africa; 162. Comparative Government and Politics: Communist and Socialist Political Systems; 163. Women in Developing Societies; 165. Government and Politics of the Soviet Union; 166. Soviet Foreign Relations; 168. Political Development in East Asia; 169. Politics in Revolutionary China; 170S. The Legal Process and Social Change; 171. Race, Class, and Colonialism in Southern Africa; 172. Political Economy of Global Natural Resources; 175. Political Parties and Legislatures in Western Democracies; 176. Urban Politics; 180. Comparative Government and Politics: Southern Asia I; 181. Comparative Government and Politics: Southern Asia II; 184. Canada: Problems and Issues of an Advanced Industrial Society; 186. Political Leadership; 188. The Psychology of Political Symbols; 189, 190. Internship; 191, 192. Independent Study; 193, 194. Independent Study; 195. Comparative Political Behavior in the United States and Canada; 197S. Principles and Methods of Political Inquiry; 198. Senior Honors Seminar; 200S. Senior Seminars: A. American Government and Politics; B. Comparative Government and Politics; C. Political Theory; D. International Relations. 201. Arms Control and

Defense Strategy; 204. Ethics in Political Life; 206. Politics and the Media; 207. American Constitutional Interpretation; 209. Problems in State Government and Politics; 210. The Politics of Education; 211S. Problems and Issues in Japanese Politics; 212. Japanese Foreign Policy; 215. Comparative Legislative Processes; 216S. Comparative Politics of the Welfare State; 217S. Economic Theories of Political Behavior; 218S–219S. Political Thought in the United States; 220S. Problems in International Politics; 221. International Organization; 222. Empirical Theory; 223. Political Philosophy from Plato to Machiavelli; 224. Modern Political Theory; 225. Comparative Government and Politics: Western Europe; 226. Theories of International Relations; 227. International Law; 229. Recent and Contemporary Political Theory; 230. American National Government; 231. American Political Theory; 233. Research Methodology; 234S. Political Economy of Development: Theories of Change in the Third World; 235. The Commonwealth; 236. Statistical Analysis; 237S. Problems in American Foreign Policy; 238. Comparative Foreign Policy; 239S. Current Problems of International Law; 241. Public Administrative Organization and Management; 243. Applications of Administrative and Organizational Theory; 244. Administrative Law and Process; 245S. Ethics and Policy-making; 246. Administration and Public Policy; 247. Political Participation and Policy Outcomes; 248. The Politics of the Policy Process; 249. Comparative Political Analysis and Political Development; 250. Comparative Government and Politics: Southern Asia; 252. Comparative Political Behavior and Socialization; 253. Comparative Government and the Study of Latin America; 257S, 258S. Modern East Asia. Introduction to Problems and Literature; 260. The Tradition of Political Inquiry; 273S. The American South as a “Developing Society”; 274. Political Psychology; 275. The American Party System; 277. Comparative Party Politics; 278. Canadian Political Behavior in the North American Context; 279. The Legislative Process; 280. Comparative Government and Politics: Sub-Saharan Africa; 283S. Congressional Policy-making; 285. The Judicial Process; 291. Problems of Urban Government; 293. Federalism.

PSYCHOLOGY

Dr. Cliff Wing
 Director of Undergraduate Studies
 229 Sociology-Psychology Building

Degrees Offered: A.B., B.S.

70S, 71S. Freshman Seminars; 102. Sensation, Perception, and Learning; 103. Biological Basis of Behavior; 104. Personality; 105. Developmental Psychology; 110. Applied Psychology; 111. Social Psychology; 117. Statistical Methods in Psychology; 122S. Seminar in Child Observation; 127. Learning and Adaptive Behavior; 128. Systems of Psychology; 129. Survey of the History of Psychology; 131. Visual Perception; 132. The Psychology of Individual Differences; 133. Biological Aspects of Learning; 134. Psychology of Language; 135. Hormones and Behavior; 136. Advanced Developmental Psychology; 137. Physiological Basis of Perception; 138. Abnormal Psychology; 139. Motivation; 140–149. Laboratory Courses; 140S. Research Methods in Child Psychology; 141S. Tests and Measurements; 142S. Instrumental Behavior; 143S. Experimental Methods in Cognitive Psychology; 144S. Learning and Adaptive Behavior; 145S. Experimental Approaches to Personality; 146S. Experimental Comparative Psychology; 147S. Experimental Social Psychology; 148S. Psychology of Perception and Thinking; 149S. Physiological Psychological Laboratory; 152S. Psychological Approaches to Contemporary Problems; 154S. Education, Children, and Poverty; 165S. Personality Theory; 170S. A–D. Seminar in Selected Problems; 171T, 172T. Junior Tutorial; 173T, 174T. Senior Tutorial; 177, 178. Independent Study and Research; 191, 192. Junior Honors Research; 193, 194. Senior Honors Research; 203. Sensation and Perception; 206. Comparative Psychology; 210. Cognitive Psychology; 212. Human Memory; 213. Adaptive Behavior; 214, 215. Developmental Psychology; 216. Biological Psychology; 217. Social Psychology; 218. Research Methods in Social Psychology; 219. Neural Bases of Behavior; 228. Visually Guided Behavior; 230. Social Behavior of Animals; 234. Seminar in Personality; 238. Electroencephalogram and Psychological Function; 245. Personality Theory; 253. Psychological Approaches to Public Policy Analysis; 261. Science, Politics, and Government; 271S. Selected Problems; 273–274. Statistical Principles in Experimental Design; 276. Neuroanatomical Basis of Sensory Physiology; 280. Psychology as a Science; 283, 284. The History of Psychology; 293. Methods in Developmental Psychology.

PUBLIC POLICY SCIENCES

Dr. Bruce Kuniholm
 Director of Undergraduate Studies
 109E Old Chemistry Building

Degree Offered: A.B.

55. Analytical Methods for Public Policy-making; 107. Comparative Environmental Policies; 110. Economic Analysis for Public Policy-making: Microeconomic and Nonprobabilistic Models; 112. Policy Evaluation and Experimentation; 114. Political Analysis for Public Policy-making; 116. Policy Choice as Value Conflict; 131S. The Politics of Educational Reform; 132S. Multinational Enterprises and Public Policy; 133S. The Termination of Public Policy; 134S. Politics of Professions; 140S. Behavior in Public

Organizations; 151. Administration of Justice; 154. Communications Policy; 157. Health Policy; 160S. Energy Technologies and Their Social Impact; 171S. Family, Life Cycle, and Public Policy; 173S. Migrant Workers and Public Policy; 174. Technology Assessment and Social Choice; 175S. The Palestine Problem and United States Public Policy; 176S. Documentary Photography and Public Policy; 180S. Writing for the Media; 184S. Effect of Mass Media, Particularly Television, on Political Attitudes; 186. Mass Media and Public Policy; 190. Internship; 191, 192. Independent Study; 193, 194. Independent Study; 195S. A-D. Seminar in Selected Public Policy Topics; 204. Ethics in Political Life; 216S. Comparative Politics of the Welfare State; 217. Microeconomics and Public Policy-making; 219. The Politics of the Policy Process; 221. Analytical Methods I: Decision Analysis for Public Policy-makers; 222. Analytical Methods II: Data Analysis for Public Policy-makers; 223S. Ethics and Policy-making; 224. Applications of Administrative and Organizational Theory; 231. Analytical Methods III: Evaluation of Public Programs and Policies; 232. Analytical Methods IV: Regression and Simulation Techniques for Policy Analysis; 233. Analytic Approaches to Bargaining, Cooperation, and Competition; 236S. Public Financial Management; 246. Population Policy; 247. Political Participation and Policy Outcomes; 252S. National Security Policy; 253. Psychological Approaches to Public Policy; 254. Transportation Planning and Policy Analysis; 255. Science, Politics, and Government; 256. The Economics of Health Care; 260S. Public Policy Research Seminar: The Administration of Justice; 261S. Research Seminar: Health Policy; 262S. Research Seminar in Communications; 263S. Public Policy Research Seminar: Urban and Regional Development Policy; 264S. Public Policy Research Seminar: Topics in Public Policy I; 270S. Humanistic Perspectives on Public Policy; 271. The Uses of History in Public Policy I; 272. Poverty in the United States: An Historical Perspective; 273. The Uses of History in Public Policy II; 275. Class, Ethnicity, and Social Policy; 283S. Congressional Policy-making.

Internship Courses

152S. Administration of Justice; 155S. Communications Policy; 158S. Health Policy.

RELIGION

Dr. Kalman Bland
Director of Undergraduate Studies
117 Gray Building

Degree Offered: A.B.

Introductory Courses

50. The Old Testament; 51. Introduction to Judaic Civilization; 52. The New Testament; 55. The Religion of the Bible; 50D, 52D, 55D. Same as 50, 52, 55 with discussion section included; 56. The Black Religious Experience in America; 57. Introduction to Religions of Asia; 58. Interpretations of Religion in Western Culture; 59. Problems in Theology and Ethics.

African and Asian Traditions

71A, 72A. Freshman-Sophomore Seminars: African and Asian Traditions; 113. African Philosophy; 140. Religions of India; 141. Religions of China and Japan; 147. Muhammad and the Qur'an; 149. Buddha and Buddhism; 152. Islamic Mysticism; 160, 161. Introduction to the Civilizations of Southern Asia; 195A, 196A. Junior-Senior Seminars: African and Asian Traditions; 217. Islam in India; 218. Religion in Japan; 265. Religions of the West Africa Diaspora; 284. The Religion and History of Islam; 285. The Vedic Tradition: Compilation and Interpretation; 286. Religious Trends in the Indian Subcontinent; 287. Scriptures of Asia; 288. Buddhist Thought and Practice.

Jewish and Christian Traditions

71B, 72B. Freshman-Sophomore Seminars: Jewish and Christian Traditions; 104. The Prophets of the Old Testament; 106. Jesus and the Synoptic Gospels; 107. Theology of the New Testament; 108. The Life and Letters of Paul; 111. The Historical Jesus; 115-116. Introduction to Biblical Hebrew; 120. History of the Christian Church; 122. Protestantism and Catholicism in Modern Europe; 124. Christianity in America; 128. The Background of Contemporary Christian Thought: 1918-1960; 129. Contemporary Christian Thought, 1960 to the Present; 131D. Principles of Archaeological Investigation; 132D. Palestine in Late Antiquity; 133. The Foundations of Post-Biblical Judaism; 134. Jewish Mysticism; 135. Jewish Religious Thought; 136. Contemporary Jewish Thought; 137. Jewish Ritual and Theology; 139. Modern Hebrew; 145. Religious Quests of the Greco-Roman World; 195B, 196B. Junior-Senior Seminars: Jewish and Christian Traditions; 207, 208. Second Hebrew; 220. Third Hebrew; 221. Readings in Hebrew Biblical Commentaries; 226B. Exegesis of the Greek New Testament (Romans); 226D. Exegesis of the Greek New Testament; 239. Introduction to Middle Egyptian; 244. The Archaeology of Palestine in Hellenistic-Roman Times; 248. Theology of Karl Barth; 258. Coptic.

Analytic, Comparative, and Constructive Studies

71C, 72C. Freshman-Sophomore Seminars: Analytic, Comparative, and Constructive Studies; 126. Themes in Christian Theology; 130. Christian Ethics; 138. Political Leadership and the Black Church;

142. Myth and Symbol; 143. Mysticism; 144. Black Cults and Sects in America; 146. Modalities of the Sacred; 150. Religion and Human Sexuality; 151. Ethical Issues in Social Change and Public Policy; 155. Ethical Issues in the Life Cycle; 156. Christian Marriage and the Family; 158. Psychology and Religion; 170. Problems of Religious Thought; 178. Existentialism; 187. Religious Elements in Classical and European Literature; 188. Recent Literature and its Religious Implications; 195C, 196C. Junior-Senior Seminars: Analytic, Comparative, and Constructive Studies; 212. Policy-making and Theological Ethics; 232. Religion and Literature: Perspectives and Methods; 233. Modern Narrative and Religious Language; 238. Jewish Responses to Christianity; 264. The Sociology of the Black Church; 265. Religions of the West Africa Diaspora; 272S. Topics in Comparative Theology; 280. The History of Religions; 282. Myth and Ritual; 286. Religious Trends in the Indian Subcontinent.

Independent Study

191, 192. Independent Study; 193, 194. Independent Study; 197-198. Honors Research.

RESERVE OFFICERS TRAINING PROGRAM: AIR FORCE AEROSPACE STUDIES

Lt. Colonel John A. Dutton

Chairman and Supervisor of Freshman Instruction

302 North Building

Degree Offered: none

General Military Courses

First Year

1. United States Military Forces in the Contemporary World; 4. Corps Training.

Second Year

51. Development of Air Power; 54. Corps Training.

Professional Officer Courses

First Year

104. Corps Training; 105S. Aerospace Leadership and Management; 106S. Aerospace Leadership and Management.

Second Year

203. The Problems of Flight and Aerospace Sciences of Weather and Navigation; 204. Corps Training; 205S. National Security Forces in Contemporary American Society.

RESERVE OFFICERS TRAINING PROGRAM: NAVAL SCIENCE

Commander David Krause

Director of Undergraduate Studies

418 North Building

Degree Offered: None

11L. Naval Orientation; 12. Naval Ships Systems; 51, 52. Seapower and Maritime Affairs Seminar; 70P. Naval Organization and Management; 126. Concepts and Analyses of Naval Tactical Systems; 131. Navigation; 131L. Navigation Laboratory; 132. Naval Operations; 132L. Naval Operations Laboratory; 141. Evolution of Warfare; 146L. Naval Ship Administration Laboratory; 151. Amphibious Operations.

ROMANCE LANGUAGES

Dr. Marcel Tetel

Chairman

205-A Languages Building

Degree Offered: A.B.

French

Literature in English Translation

113. Society and the Novel in Modern France; 116. The Nineteenth-Century Novel; 151. Theory and Form of Tragedy; 217. French Symbolism; 228. French Poetry of the Twentieth Century; 233. Contemporary French Theater; 234. Proust.

Language and Civilization

1-2. Elementary French; 63. Intermediate French; 74. Intermediate Readings in Modern French; 76. Introductory French Conversation; 100. Active French; 125. The French of Canada; 126. French Phonetics; 127S. Advanced Composition and Conversation; 128. Advanced Grammar and Translation; 129. Foundations of French Civilization; 130. Modern French Civilization; 150T. Tutorial in Composition; 181. Intensive French; 182. Intensive French; 210. The Structure of French; 224. History of the French Language.

Literature

70, 71. (These numbers represent one or two course credits for advanced placement in literature.); 101, 102. Introduction to French Literature; 103S, 104S. French Literature; 105. *Explication de Texte*; 106S. Montaigne; 107S. Perspectives in Criticism; 108. Romanticism in French Literature; 109. Toward Modernism in French Poetry; 110. French Comedy in the Seventeenth and Eighteenth Centuries; 111. French Drama of the Nineteenth Century; 112. French Drama of the Twentieth Century; 114S. The Sixteenth Century; 115. Realism and Naturalism in French Literature; 117S. Masterpieces of French Medieval Literature; 119. French Drama of the Seventeenth Century; 120. Seventeenth-Century Poetry, Novel, and Rhetoric; 121. The French Enlightenment; 122. The Early French Novel; 132. French Poetry of the Twentieth Century; 133, 134. Contemporary French Life and Thought; 136. Film and the French Novel; 137. The French Film; 141S, 142S. French Literature; 152. Andre Gide; 191, 192. Independent Study; 193, 194. Independent Study; 213. French Literature of the Seventeenth Century; 214. The "Moralistes" of the Seventeenth Century; 217. French Symbolism; 219. Old French Literature; 220. French Pre-Romantic and Romantic Poetry; 221, 222. The Nineteenth-Century French Novel; 225. French Prose of the Sixteenth Century; 226. French Poetry of the Sixteenth Century; 228. French Poetry of the Twentieth Century; 233. Contemporary French Theater; 234. Proust; 241, 242. French Literature of the Eighteenth Century; 245, 246. French Literature of the Century.

Italian

Literature in English Translation

141, 142. Masterworks of Italian Literature; 284. Dante; 285. Dante.

Language and Civilization

1-2. Elementary Italian; 63. Intermediate Italian; 74. Intermediate Readings in Modern Italian; 100. Spoken Italian; 129. Modern Italy; 181. Intensive Italian.

Literature

182. Intensive Italian; 183, 184. Readings in Italian Literature; 191, 192. Independent Study; 193, 194. Independent Study; 283. Italian Novel of the Novecento; 284. Dante; 285. Dante; 288. The Renaissance.

Portuguese

Language and Civilization

181. Brazilian Portuguese; 185, 186. Conversation.

Literature

182. Contemporary Brazilian Theater; 183. Readings in Modern Brazilian Literature; 184. Literature of the Explorations: Asia, Africa, Latin America; 191, 192. Independent Study; 193, 194. Independent Study.

Spanish

Literature in English Translation

152. Latin American Literature

Language and Civilization

1-2. Elementary Spanish; 63. Intermediate Spanish; 74. Intermediate Readings in Modern Spanish; 76. Introductory Spanish Conversation; 100. Active Spanish; 105. Spanish in Medicine and Nursing; 105T. Tutorial in Composition and Syntax; 153S, 154S. Spanish Language: Peninsular or American; 164. Topics of Spanish Civilization; 176S. Advanced Conversation; 177S. Advanced Composition; 181. Intensive Spanish; 182. Readings in Spanish American Literature; 257. History of the Spanish Language; 259. Spanish Phonetics.

Literature

70, 71. (These numbers represent one or two course credits for advanced placement in literature.); 101, 102. Introduction to Literature and Civilization; 103S, 104S. Peninsular or Spanish-American Literature; 107, 108. Introduction to Spanish American Literature and Civilization; 117S. Spanish Traditional Poetry; 141S, 142S. Spanish Literature; 155. Spanish American Short Fiction; 157. The Spanish American Novel; 158. Spanish American Colonial and Nineteenth-Century Literature; 161. Spanish Literature of the Renaissance and the Baroque; 162. Spanish Romanticism; 163. The Generation of 1898; 165S. Major Spanish Authors; 166. Spanish Realism; 167. Golden Age Literature: Cervantes; 169. Literature of Contemporary Spain; 170. The Picaresque Novel; 191, 192. Independent Study; 193, 194. Independent Study; 251. The Origins of Spanish Prose Fiction; 252S. Spanish Lyric Poetry Before 1700; 253. The Origins of Spanish Theater; 255, 256. Modern and Contemporary Spanish American Literature; 257. History of the Spanish Language; 258. Medieval Literature; 260. Origins and Development of Spanish Romanticism; 261. Nineteenth-Century Novel; 262. Galdos; 265. Cervantes; 266. Drama of the Golden Age; 275, 276. Contemporary Spanish Literature.

Romance Languages

Literature in English Translation

124. Continental Humanism; 160. An Approach to Comedy.

SLAVIC LANGUAGES AND LITERATURES

Dr. Bronislas de L. Jezierski
Director of Undergraduate Studies
315 Languages Building

Degree Offered: A.B.

1, 2. Elementary Russian; 63, 64. Intermediate Russian; 101, 102. Russian Literature and Culture Through the Nineteenth Century; 105. The Russian Theater and Drama; 119. Introduction to Russian Literature of the Nineteenth Century; 120. Introduction to Russian Literature of the Twentieth Century; 119P, 120P. Preceptorial; 124. Masters of Russian Short Fiction; 161. Introduction to the Russian Novel; 162. Introduction to the Russian Novel; 174. The Poles: Literature and Culture, 1940-1970; 174P. Preceptorial; 175S. Leo Tolstoy; 176. Fyodor Dostoevsky; 177. Introduction to the World of Chekhov; 177P. Preceptorial; 183. Slavic Drama and Theater of the Twentieth Century; 184. The Jews in Russian and Polish Literature Since 1917; 185. Vladimir Nabokov; 188. Solzhenitsyn and the World of Soviet Concentration Camps; 190. Russian Nobel Prize Winners; 191, 192. Independent Study; 193, 194. Independent Study; 195. Advanced Russian; 196. Readings in Modern Russian; 201, 202. Russian Novel of the Nineteenth Century; 205. The Structure of Polish in Relation to Russian; 206. Readings in Contemporary Polish Prose in the Original; 207. Soviet Literature and Culture; 207P. Preceptorial; 212. Pushkin; 225S. Tolstoy; 227S. Gogol; 232. Dostoevsky.

SOCIOLOGY

Dr. Ida Harper Simpson
Director of Undergraduate Studies
268 Soc.-Psych. Building

Degree Offered: A.B.

91. Introduction to Sociology; 91D. Introduction to Sociology; 91S. Introduction to Sociology; 101. Contemporary American Society; 120. Perspectives on Deviant Behavior; 121. Law Enforcement and Judicial Systems; 122. Punishment and Treatment of Deviants; 123. Social Aspects of Mental Illness; 132. Introduction to Sociological Research; 136. Sociology of Modern Africa; 141. Population and Ecology; 142. The Sociology of Mass Communication; 144. Political Sociology; 145. Urban Sociology; 146. Industry and Society; 147. The Black in the City; 149. Sex Roles and Society; 150. The American Family; 151. Sociology of Religion; 152. Sociology of Education; 154. The Sociology of the Arts; 155. Sociology of Work; 156. The Changing Roles of Men and Women: History and Prospects; 157. Inequality in America; 159. Black and White Relations in America; 160. Minorities and Work; 172. Collective Behavior; 173. Social Movements; 184. Canada: Problems and Issues of an Advanced Industrial Society; 193, 194. Independent Study; 195S, 196S, 197S, 198S. Seminar in Special Topics; 201. Social Change; 202. Social Organization; 225. Medical Sociology; 230. Social Aspects of Aging and Death; 241. Social Stratification; 242. The Sociology of Occupations and Professions; 243. Population Dynamics and Social Change; 244. Human Ecology and Urban Systems; 246. Population Policy; 251. The Sociology of Modernization; 254. Urbanization and Social Change; 259. Religion and Social Change; 260. Science, Technology, and Society; 261. Science, Politics, and Government; 272. The Socialization Process; 275. Social Structure and Personality; 276. Small Groups and Social Life; 278. Social Structure and the Life Cycle; 281. Seminar in Sociology Theory; 291. Research Methods and Techniques I; 292. Research Methods and Techniques II; 293. Introductory Statistical Analysis; 294. Intermediate Statistical Analysis; 295. Methodology in Sociology; 298, 299S. Seminar in Selected Topics.

ZOOLOGY

Dr. Donald J. Fluke
Director of Undergraduate Studies
234 Bio Science Building

Degree Offered: A.B., B.S.

103L. Principles of Ecology; 108L. Developmental and Comparative Anatomy of Vertebrates; 114L. Introduction to Biological Oceanography; 117. Genetics and Society; 120L. Ornithology; 135. Evolutionary Systematics; 135L. Evolutionary Systematics; 150L. Physiology of Marine Animals; 151L. Principles of Physiology; 160. Principles of Cell Biology; 160L. Principles of Cell Biology; 169L. The Marine Environment; 173L. Tutorial in Animal Diversity; 174L. Animal Diversity; 175L. Invertebrate Zoology; 180. Principles of Genetics; 180L. Principles of Genetics; 186. Evolutionary Mechanisms; 191, 192. Independent Study; 193T, 194T. Tutorial; 197, 198. Undergraduate Colloquium; 201L. Animal Behavior; 202L. Introduction to Comparative Behavior; 203L. Marine Ecology; 204L. Population and Community Ecology; 205. Elements of Theoretical Biology; 211. Mathematical Models in Biology; 214L. Biological Oceanography; 216L. Limnology; 218L. Paleobiology; 222L. Entomology; 224L. Vertebrate

Natural History; 229. Morphogenetic Systems; 235. Evolutionary Systematics; 235L. Evolutionary Systematics; 238L. Systematic Zoology; 239S. Biogeography; 245. Radiation Biology; 246. Physical Biology; 250L. Physiological Ecology of Marine Animals; 252. Comparative Physiology; 254S. Fluid Flow and Living Systems; 258L. Laboratory Research Methods; 260. Advanced Cell Biology; 262L. Cytological Materials and Methods; 265S, 266S. Seminar in Chromosome Biology; 274L. Marine Invertebrate Zoology; 278L. Invertebrate Embryology; 280. Principles of Genetics; 286. Evolutionary Mechanisms; 288S. The Cell in Development and Heredity; 295S, 296S. Seminar; Genetics, The University Program; Marine Biology.

SCHOOL OF NURSING

Dean Ruby Wilson
1005 School of Nursing

Degree Offered: B.S.N.

97, 98. Human Ecology I and II 99. Introduction to Statistics in the Health Field; 102, 102. Theoretic and Scientific Bases of Nursing Practices; 103, 104. Development of Nursing Skills and Attitudes; 105. Human Genetics and Societal Problems; 121S. Parenthood; 125. Theory and Practice of Communication; 144. An Introduction to Gerontology; 146. Cross-Cultural Perspectives on Health Care Delivery; 155, 156. Theoretic and Scientific Basis for Nursing Practice II; 157, 158. Development of Nursing Skills and Attitudes II; 161. Applied Human Physiology; 162. Ecological Concepts and Their Applications to Environmental Health; 169. Human Sexuality; 172. Psychosomatic Illness and Group Process; 175. Loss and Loneliness; 178S. Advanced Concepts of Nursing for Patients with Cardiovascular Disease; 179. Nursing in Nephrology; 183. Introduction to Methods of Research in Nursing; 191, 192, 193, 194. Independent Study; 197, 198. Undergraduate Thesis; 205. Patient Assessment; 225. Work and Health; 246. Nutrition in the Community Context; 263. Crisis Intervention and Suicidology; 269. Clinical Aspects of Human Sexuality; 286. Thanatology; 288. Oncological Nursing.

SCHOOL OF ENGINEERING

Engineering (Interdepartmental)

5, 6. Engineering Experiences; 11. Engineering Graphics; 51. Computers in Engineering; 72. Introduction to Systems Dynamics; 75. Mechanics of Solids; 83. Structure and Properties of Solids; 101. Thermodynamics; 113. Current Topics in Materials Science; 122. Transport Phenomena; 123. Dynamics; 135. Continuum Mechanics; 145. Fluid Mechanics; 161, 162. Interdisciplinary Resources for Community Problem Solving; 174. Technology Assessment and Social Choice; 175. Aesthetics, Design, and Culture; 183, 184. Projects in Engineering.

Biomedical Engineering

Dr. Theo Pilkington
Director of Undergraduate Studies
261 Engineering Annex

Degree Offered: B.M.E.

101. Electrobiolgy; 110. Introductory Biomechanics; 111. Introduction to Biomedical Physics; 125. Mechanics of Biological Materials; 131. Statistical and Computational Methods in Data Analysis I; 132. Statistical and Computational Methods in Data Analysis II; 163, 164. Biomedical Electronics and Measurements; 172. Biomedical Transfer Processes; 191, 192. Projects in Biomedical Engineering; 201. Analysis of Bioelectric Phenomena; 202. Energy and Rate in Biological Processes; 203. Bioelectric Potentials and Field Theory; 204. Real Time Measurement and Control of Heart Events; 207. Experimental Mechanics; 223. Biomedical Materials and Artificial Organs; 225. Mechanics of Cellular Components; 230. Biomechanics; 241, 242. Information Organization and Retrieval; 243. Computers in Biomedical Engineering; 252. Marine Electrobiolgy; 265. Advanced Topics in Biomedical Engineering.

Civil Engineering

Dr. Earl I. Brown II
Director of Undergraduate Studies
120 Engineering

Degree Offered: B.S.C.

16. Surveying for Engineers; 116. Transportation Engineering; 117. Public Systems Planning; 123. Water Resources Engineering; 124. Environmental Engineering; 127. Environmental Pollution Control; 131. Theory of Structures; 133. Structural Design I; 134. Structural Design II; 139. Introduction to Soil Mechanics; 141, 142. Special Topics in Civil Engineering; 146. Professional Engineering; 197, 198. Projects in Civil Engineering; 201. Advanced Mechanics of Solids; 204. Plates and Shells; 205. Elasticity; 206. Advanced Mechanics of Solids II; 209. Structural Dynamics; 210. Intermediate Dynamics; 212.

Mechanical Behavior of Materials; 215. Urban and Regional Geography; 216. Transportation Planning and Policy Analysis; 217. Transportation Systems Analysis; 218. Engineering-Economic Analysis; 221. Incompressible Fluid Flow; 222. Open Channel Flow; 223. Flow Through Porous Media; 224. Coastal and Offshore Engineering; 225. Engineering Hydrology; 231. Structural Engineering Analysis; 232. Reinforced Concrete Design; 233. Prestressed Concrete Design; 234. Structural Design in Metals; 235. Foundation Engineering; 236. Earth Structures; 238. Rock Mechanics; 241. Environmental Engineering Chemistry and Biology; 243, 244. Sanitary Engineering Unit Operations and Process Design; 246. Sanitary Engineering Design; 247. Air Pollution Control; 248. Solid Waste and Resource Recovery Engineering; 249. Resource Recovery Systems Management; 250. Engineering Analysis; 251. Systematic Structural Analysis I; 252. Systematic Structural Analysis II; 265. Advanced Topics in Civil Engineering.

Electrical Engineering

Dr. Herbert Hacker

Director of Undergraduate Studies

130 Engineering

Degree Offered: B.S.E.

11, 12. Undergraduate Research in Electrical Engineering; 42. Introduction to Digital Systems; 43. Electronic Instruments and Devices; 51, 52. Undergraduate Research in Electrical Engineering; 63. Electric Networks; 101, 102. Undergraduate Research in Electrical Engineering; 103. Introduction to Nonlinear Network Theory; 113. Introductory System Theory; 132. Statistical and Computational Methods in Data Analysis II; 143. Introduction to Electromagnetic Fields; 151, 152. Undergraduate Research in Electrical Engineering; 155, 156. Special Topics in Electrical Engineering; 157. Introduction to Switching and Automata Theory; 161. Electronic Circuits; 162. Electromechanical Energy Conversion; 164. Electromagnetic Fields and Waves; 173, 174. Projects in Electrical Engineering; 185. Pulse and Digital Electronics; 186. Modulation Systems and Noise; 188. Dynamics of Electrochemical Energy Conversion; 196. Microwaves and Quantum Electronics; 199. Linear Control Systems; 203. Random Signals and Noise; 204. Information Theory and Communication Systems; 205. Signal Detection and Extraction Theory; 206. Digital Signal Processing; 208. Digital Computer Design; 211. Solid State Theory; 212. Solid State Materials; 213. Principles of Magnetism; 215. Semiconductor Physics; 217. Masers; 211. Nonlinear Networks and Systems; 222. Nonlinear Analysis; 224. Integrated Electronics: Analog and Digital; 225. Semiconductor Electronic Circuits; 227. Network Synthesis; 241. Linear Systems; 242. Modern Control and Dynamic Systems; 243. Advanced Linear Systems Theory; 251. Pattern Classification and Recognition; 265. Advanced Topics in Electrical Engineering; 266. Biofeedback Systems; 271. Electromagnetic Theory; 272. Application of Electromagnetic Theory.

Mechanical Engineering and Materials Science

Dr. Devendra P. Garg

Director of Undergraduate Studies

185 Engineering

Degree Offered: B.S.M.E.

65. Introduction to Energy Technology; 102. Thermodynamics II; 111. Physical Metallurgy; 112. Polymer Science; 113. Materials Science and Energy Technology; 115. Failure Analysis and Prevention; 123. Dynamics; 126. Fluid Mechanics; 135. Vibration Control; 136. Response of Systems; 141. Mechanical Design; 142. Kinematics and Dynamics of Machinery; 143. The Design of Machine Elements; 150. Heat and Mass Transfer; 153. Heating, Air Conditioning, and Refrigeration; 156. Combustion Engines; 165, 166. Special Topics in Mechanical Engineering; 177. Computer Techniques for Simulation and Design; 183. Power Generation; 197, 198. Projects in Mechanical Engineering; 202. Engineering Thermodynamics; 209. Structural Dynamics; 210. Intermediate Dynamics; 211. Theoretical and Applied Polymer; 213. Advanced Materials Science; 214. Corrosion and Corrosion Control; 216. Materials Design and Resource Conservation; 221. Compressible Fluid Flow; 222. Heat Transfer; 223. Principles and Design of Heat Transfer Equipment; 224. An Introduction to Turbulence; 226. Intermediate Fluid Mechanics; 230. Modern Control and Dynamic Systems; 231. Systems Response and Control; 232. Nonlinear Analysis; 233. Fluid Control Systems; 235. Advanced Mechanical Vibrations; 236. Engineering Acoustics and Noise Control; 251. Refrigeration and Cryogenics; 255. Energy Conversion; 265. Advanced Topics in Mechanical Engineering; 273. Ocean Engineering; 280. Nuclear Reactor Power Cycles.



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DUKE University

1978
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The Durning School

1000 1/2 Street, Durham, NC 27705

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DUKE
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The Divinity School

Durham • North Carolina 1978

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Calendar of the Divinity School

1978

August		
30	Wednesday—Orientation for new students begins	
31	Thursday—Orientation continues	
September		
1	Friday, 9:00 A.M. to 12:00 noon—Registration of all new students; registration changes for returning students	
5	Tuesday, 8:20 A.M.—Fall semester classes begin	
5	Tuesday—Drop/add period begins	
5	Tuesday—7:30 P.M. Divinity School opening convocation	
15	Friday—Drop/add period ends 12:00 noon	
October		
20	Friday—Fall recess begins 5:00 P.M.	
23–25	Monday–Wednesday—Divinity School convocation and pastors' school with Gray Lectures	
30	Monday—Classes resume	
November		
3	Friday—Registration for spring semester, 1979	
23–24	Thursday–Friday—Thanksgiving recess	
27	Monday—Classes resume	
December		
8	Friday—Fall semester classes end	
11–12	Monday–Tuesday—Reading period	
13	Wednesday—Final examinations begin	
20	Wednesday—Final examinations end	

1979

January		
11	Thursday—Orientation for new students	
12	Friday—Registration for new students	
15	Monday—Spring semester classes begin	
15	Monday—Drop/add period begins	
19	Friday—Drop/add period ends	
March		
9	Friday—Spring recess begins 5:00 P.M.	
19	Monday—Spring recess ends	
28	Wednesday—Registration for fall semester, 1979	
April		
13–16	Friday–Monday—Easter recess	
20	Friday—Spring semester classes end	
23–24	Monday–Tuesday—Reading period	
25	Wednesday—Final examinations begin	
May		
1	Tuesday—Final examinations end	
5	Saturday, 3:00 P.M.—University baccalaureate service	
5	Saturday, 7:00 P.M.—Divinity School baccalaureate service	
6	Sunday, 3:00 P.M.—Commencement exercises	

University Administration

GENERAL ADMINISTRATION

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*
A. Kenneth Pye, LL.M., *Chancellor*
Frederic N. Cleaveland, Ph.D., *Provost*
Charles B. Huestis, *Vice President for Business and Finance*
William G. Anlyan, M.D., D.Sc., *Vice President for Health Affairs*
J. David Ross, J.D., *Vice President for Institutional Advancement*
Eugene J. McDonald, LL.M., *Vice President for Government Relations and University Counsel*
Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*
J. Peyton Fuller, A.B., *Assistant Vice President and Corporate Controller*
Rufus H. Powell, LL.B., *Secretary of the University*
Harold W. Lewis, Ph.D., *Vice Provost and Dean of the Faculty*
John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*
John M. Fein, Ph.D., *Vice Provost and Dean of Trinity College of Arts and Sciences*
Ewald W. Busse, M.D., Sc.D., *Associate Provost and Dean of Medical and Allied Health Education*
Roscoe R. Robinson, M.D., *Associate Vice President for Health Affairs and Chief Executive Officer of Duke Hospital*
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*
Anne Flowers, Ed.D., *Assistant Provost for Educational Program Development*
William J. Griffith, A.B., *Assistant Provost and Dean of Student Affairs*
William C. Turner, Jr., M.Div., *Assistant Provost and Dean of Black Affairs*
Richard L. Wells, Ph.D., *Assistant Provost and Associate Dean of Trinity College of Arts and Sciences*
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of the Institute for Policy Sciences and Public Affairs*
Connie R. Dunlap, A.M.L.S., *University Librarian*
William E. King, Ph.D., *University Archivist*
Clark R. Cahow, Ph.D., *University Registrar*
Robert N. Sawyer, Ed.D., *University Educational Planning Officer and Director of Summer Educational Programs*

DIVINITY SCHOOL EDUCATIONAL ADMINISTRATION

Thomas A. Langford (1956), B.D., Ph.D., D.D., *Dean of the Divinity School*
Creighton Lacy (1953), B.D., Ph.D., *Associate Dean for Curricular Affairs*
John K. Bergland (1973), M.Div., D.D., *Associate Dean for Development*
B. Maurice Ritchie (1973), B.D., *Assistant Dean for Field Education and Student Services*
Sue Anne Morrow (1977), M.Div., *Director of Admissions and Student Affairs*
Shirley O'Neal, (1966), *Administrative Assistant for General Administration and Finance*

Division of Special Programs

John C. Detwiler (1966), B.D., Th.M., *Director of Clinical Pastoral Education*
Richard A. Goodling (1959), B.D., Ph.D., *Director of Programs in Pastoral Psychology*
McMurry S. Richey (1954), B.D., Ph.D., *Director of Continuing Education*
Robert L. Wilson (1970), B.D., Ph.D., *Director, J. M. Ormond Center for Research, Planning, and Development*

Division of Advanced Studies

Waldo Beach (1946), B.D., Ph.D., *Supervisor of the Master of Theology Program*
Dwight Moody Smith, Jr., (1965), B.D., Ph.D., *Director of Graduate Studies in Religion*

Library

Donn Michael Farris (1959), M.Div., M.S. in L.S., *Librarian*
Harriet V. Leonard (1960), M.Div., M.S. in L.S., *Reference Librarian*
Katherine L. Dixon, A.B., M.A., *Circulation Librarian*
Linda Gard, A.B., M.Div., *Assistant Circulation Librarian*
Betty Walker, B.A., *Assistant to the Librarian*

SECRETARIAL STAFF

Anita Gail Chappell, *Faculty Secretary*
Mary P. Chestnut, *Faculty Secretary*
Ann C. Daniels, *Faculty Secretary*
Sarah Freedman, *Faculty Secretary*
Clara S. Godwin, *Administrative Secretary to the Dean*
Lesta Gotsch, *Faculty Secretary*

Patricia M. Haugg, *Secretary to the Director of Graduate Studies in Religion*
 Maxie B. Honeycutt, *Administrative Secretary for Student Financial Aid*
 Norma J. Johnson, *Faculty Secretary and Secretary to the Director of Black Church Studies*
 Patsy E. Martin, *Faculty Secretary*
 Margie M. Meeler, *Secretary to the Director of Field Education*
 Jacquelyn P. Norris, *Faculty Secretary*
 Frances D. Parrish, *Secretary to the Director of The J. M. Ormond Center for Research, Planning, and Development*
 Sandra Ramsey, *Secretary to the Director of Admissions and Student Affairs*
 Marie Smith, *Faculty Secretary*
 Mary C. Tilley, *Administrative Secretary, Registry*
 Stephanie Tull, *Secretary to the Director of Admissions and Student Affairs and Associate Dean for Development*

FACULTY

Lloyd Richard Bailey (1971), B.D., Ph.D., *Associate Professor of Old Testament*
 Frank Baker (1960), B.D., Ph.D., *Professor of English Church History*
 Waldo Beach (1946), B.D., Ph.D., *Professor of Christian Ethics*
 *Robert Earl Cushman (1945), B.D., Ph.D., L.H.D., *Research Professor of Systematic Theology*
 †William David Davies (1966), M.A., D.D., F.B.A., D.Litt., *George Washington Ivey Professor of Advanced Studies and Research in Christian Origins*
 Herbert O. Edwards (1974), S.T.B., Ph.D., *Associate Professor of Black Church Studies*
 James Michael Efid (1962), B.D., Ph.D., *Associate Professor of Biblical Languages and Interpretation*
 Donn Michael Farris (1950), M.Div., M.S. in L.S., *Professor of Theological Bibliography*
 Richard A. Goodling (1959), B.D., Ph.D., *Professor of Pastoral Psychology*
 Robert Clark Gregg (1974), S.T.B., Ph.D., *Associate Professor of Patristics and Medieval Church History*
 Stuart C. Henry (1959), B.D., Ph.D., *Professor of American Christianity*
 †Frederick Herzog (1960), Th.D., *Professor of Systematic Theology*
 Osmond Kelly Ingram (1959), B.D., *Professor of Parish Ministry*
 Creighton Lacy (1953), B.D., Ph.D., *Professor of World Christianity*
 Thomas A. Langford (1956), B.D., Ph.D., D.D., *Professor of Systematic Theology*
 Paul A. Mickey (1970), B.D., Ph.D., *Associate Professor of Pastoral Theology*
 †Roland E. Murphy (1971), M.A., S.T.D., S.S.L., *Professor of Old Testament*
 C. G. Newsome (1978), M.Div., *Assistant Professor of American Christianity*
 Jill Raitt (1973), Ph.D., *Associate Professor of Historical Theology*
 McMurry S. Richey (1954), B.D., Ph.D., *Professor of Theology and Christian Nurture*
 Charles K. Robinson (1961), B.D., Ph.D., *Associate Professor of Philosophical Theology*
 Dwight Moody Smith, Jr. (1965), B.D., Ph.D., *Professor of New Testament Interpretation*
 Harmon L. Smith (1962), B.D., Ph.D., *Professor of Moral Theology*
 David Curtis Steinmetz (1971), B.D., Th.D., *Professor of Church History and Doctrine*
 John H. Westerhoff III (1974), M.Div., Ed.D., *Professor of Religion and Education*
 William H. Willimon (1976), M.Div., S.T.D., *Assistant Professor of Worship and Liturgy*
 Robert L. Wilson (1970), Ph.D., *Research Professor of Church and Society*
 Franklin Woodrow Young (1968), B.D., Ph.D., *Amos Ragan Kearns Professor of New Testament and Patristic Studies*

FACULTY, DEPARTMENT OF RELIGION

(Teachers in graduate program in religion whose courses are open to Divinity School students.)

Kalman Bland (1973), Ph.D., *Associate Professor of Judaic Studies*
 David G. Bradley (1949), Ph.D., *Professor of History of Religions*
 James H. Charlesworth (1969), B.D., Ph.D., *Associate Professor of New Testament*
 Roger Corless (1970), Ph.D., *Associate Professor of History of Religions*
 Wesley A. Kort (1965), Ph.D., *Professor of Religion and Literature*
 Bruce B. Lawrence (1971), Ph.D., *Associate Professor of History of Religions*
 C. Eric Lincoln (1976), Ph.D., *Professor of Sociology of Religion*
 Charles H. Long (1974), Ph.D., *Professor of History of Religions*
 Eric M. Meyers (1969), Ph.D., *Associate Professor of Judaic Studies*
 Robert T. Osborn (1954), Ph.D., *Professor of Theology*
 Harry B. Partin (1964), Ph.D., *Associate Professor of History of Religions*
 William H. Poteat (1960), Ph.D., *Professor of Religion and Culture*
 James L. Price (1952), Ph.D., *Professor of New Testament*
 Orval Wintermute (1958), Ph.D., *Professor of Old Testament*

*Sabbatical leave, spring semester, 1979.

†Sabbatical leave, fall semester, 1978.

‡Leave of absence, spring semester, 1979.

RELATED FACULTY

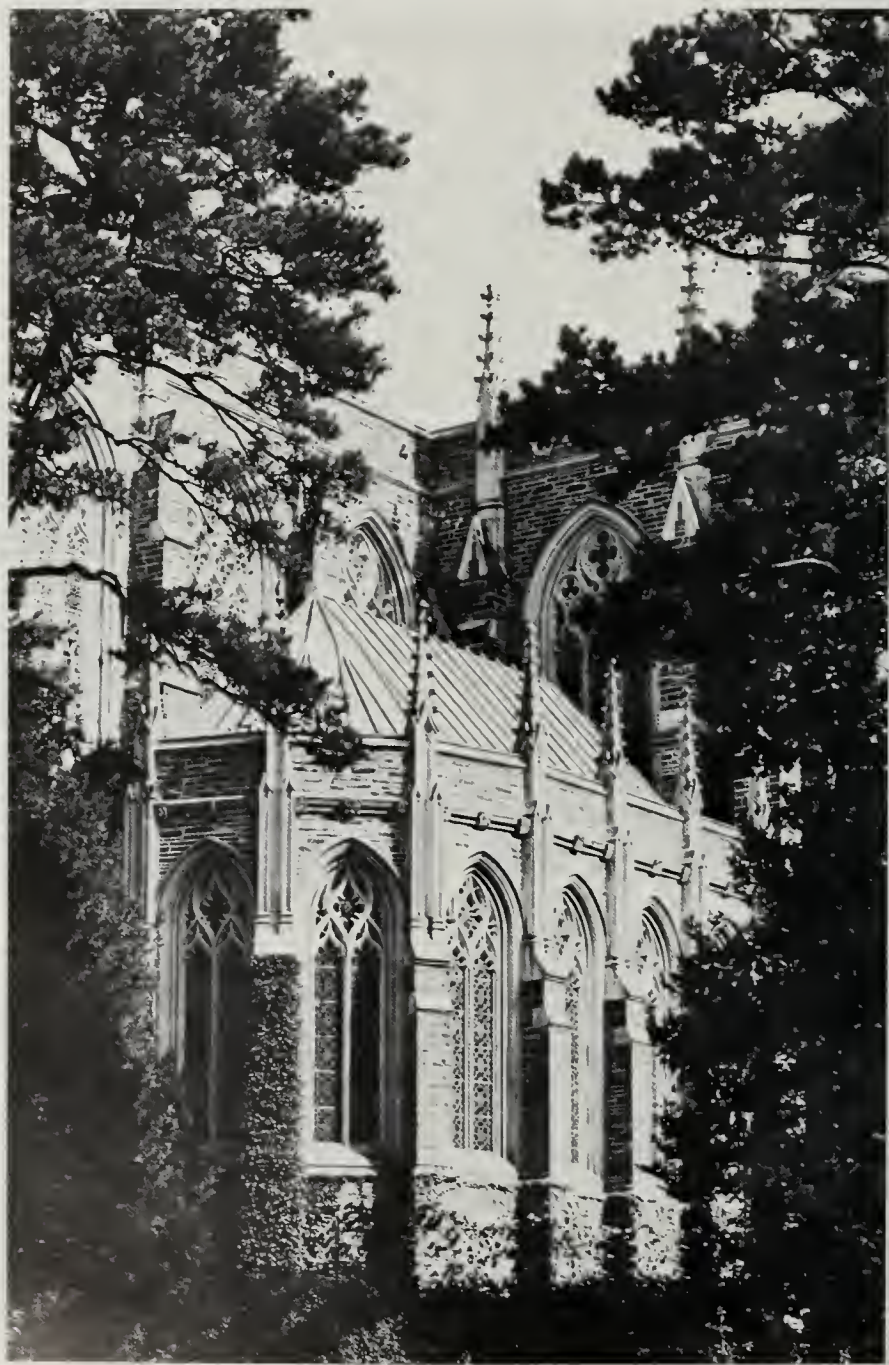
- Albert F. Fisher (1974), M.Div., *Adjunct Associate Professor of Parish Work*
Carlyle Marney (1972), Th.M., Th.D., Litt.D., D.D., *Visiting Professor of Pastoral Theology*
P. Wesley Aitken (1953), B.D., Th.M., *Chaplain Supervisor of Duke Medical Center and Associate in Instruction, the Divinity School*
John C. Detwiler (1966), B.D., Th.M., *Chaplain Supervisor of Duke Medical Center and Associate in Instruction, the Divinity School*
Peter G. Keese (1973), S.T.B., Th.M., *Chaplain Supervisor of Duke Medical Center and Associate in Instruction, the Divinity School*
John Kennedy Hanks (1954), M.A., *Lecturer in Sacred Music, Director of the Divinity School Choir, and Professor of Music at Duke University*

EMERITI

- Kenneth Willis Clark (1931), B.D., Ph.D., D.D., *Professor Emeritus of New Testament and Codirector of the International Greek New Testament Project*
James T. Cleland (1945), M.A., S.T.M., Th.D., D.D., *James B. Duke Professor Emeritus of Preaching*
William Arthur Kale (1952), B.D., D.D., *Professor Emeritus of Christian Education*
Hiram Earl Myers (1926), S.T.M., D.D., *Professor Emeritus of Biblical Literature*
M. Wilson Nesbitt (1958), B.D., D.D., *Adjunct Professor Emeritus of the Work of the Rural Church*
Ray C. Petry (1937), Ph.D., LL.D., *James B. Duke Professor Emeritus of Church History*
John Jesse Rudin II (1945), B.D., Ph.D., *Associate Professor Emeritus of Liturgy and Worship*
H. Shelton Smith (1931), Ph.D., D.D., Litt.D., *James B. Duke Professor Emeritus of American Religious Thought*
William Franklin Stinespring (1936), Ph.D., *Professor Emeritus of Old Testament and Semitics*
Arley John Walton (1948), B.S.L., D.D., *Professor Emeritus of Church Administration and Director of Field Work*



General Information



History

Duke University as it exists today developed from simple beginnings. Established in 1838, Union Institute became a normal college by 1851 and in 1859 was renamed Trinity College. In 1892 the college moved to Durham, North Carolina.

In 1924 James B. Duke established a trust fund for educational and charitable purposes. The chief beneficiary was Trinity College, which became Duke University. The purpose for establishing the trust was very clear: "I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind" The School of Religion began its work in the academic year 1926-27, and formal exercises for its opening were held on 9 November 1926. In 1940 the name was changed to the Divinity School.

During its history the Divinity School has had outstanding teachers, scholars, and administrative leaders,* and its graduates have distinguished themselves by making significant contributions to the church and the world. In 1964 a program of expansion was begun, culminating in February 1972, when the Divinity School doubled its physical facilities and moved into a handsome new building.

The Role of the Divinity School

The Divinity School represents theological inquiry and learning within the greater University. By history and indenture, it stands within the Christian tradition and recognizes its distinctive lineage in, as well as its continuing obligation to, the United Methodist Church. The Divinity School, although United Methodist in tradition and dependency, receives students from many Christian denominations and offers its educational resources to representatives of the several

*Since the institution of the School in 1926, the following persons have served as deans or acting deans: Edmund Davidson Soper, 1926-28; Elbert Russell, 1928-41; Paul Neff Garber, 1941-44; Harvie Branscomb, 1944-46; Gilbert T. Rowe, acting dean of the faculty, 1946-47; Paul E. Root (elected in 1947 but died before assuming office); Harold A. Bosley; 1947-50; James Cannon III, acting dean 1950-51, dean 1951-58; Robert Earl Cushman, 1958-71; Thomas A. Langford, since 1971.

communities who seek an education for a church-related ministry. From its inception, it has been ecumenical in aspiration, teaching, and practice, as well as in its faculty. Educational policy has consistently aspired to foster a Christian understanding "truly catholic, truly evangelical, and truly reformed."

The principal purpose of the Divinity School is the professional education for the ministry, which in today's world is manifested in a variety of forms. Provision to implement these increasing variations of ministry is a part of the School's curricular resources.

Although the conventional and inherited styles of ministry are now undergoing change, the Divinity School curriculum continues to prepare students for informed and discriminating discharge of the historic offices of church and congregation through the ministry of word and sacrament, pastoral care, and teaching. The Divinity School believes these offices will remain, although the form and context of the local church may change.

With this in mind, the Divinity School tries to prepare students for the mature performance of their vocation. It hopes to develop in each student a disciplined intelligence, informed by sound learning and equipped for worthy professional service. The resources are offered to students with a diversity of ministerial aims, although the School seeks, by recruitment and financial support, to prepare persons for ordination or lay professional vocations in the churches. This is regarded as a service to the Church, to the world, and primarily to the Lord of the Church.

The Relation of the Divinity School to Duke University

The Divinity School is an integral part of the University and shares fully in its activities, privileges, and responsibilities. The Sunday services in the University Chapel give Divinity School students each year an opportunity to hear several of the country's leading ministers. The University libraries make a rich collection of books and other materials easily accessible. Without paying additional fees, selected courses in the graduate and professional schools are open to Divinity School students, as well as the general, cultural, and recreational resources of the University.





Library Resources

Divinity School Library. The Divinity School Library contains a collection of more than 185,000 volumes in the field of religion and related disciplines and affords an unusual wealth of material for the seminary student. Although an integral part of the University's nine-unit library system, which possesses more than 2,600,000 volumes, the Divinity School Library has its own separate facilities in the Divinity School Building. Its book collection is operated on the open stack system, and its reading rooms provide study facilities for students, space for the special reference collection in religion, and for the more than 600 religious periodicals to which the library currently subscribes.

Staffed by a librarian and a reference librarian trained in theology as well as library administration, by a circulation staff of two persons, and by a number of student assistants, the Divinity School Library offers a variety of reference services to assist the student in selecting and locating materials. The staff, in cooperation with the faculty, maintains a book and periodical collection to support basic courses and advanced research in all major fields of religious studies.

The Divinity School Library is adjacent to the Perkins Library. The seminary student may use the resources and facilities of the Perkins Library, some of which include manuscripts, archives, public documents, newspapers, periodicals, microfilms, maps, rare materials (among which are sixty prized ancient Greek manuscripts), and reference assistance. There is a provision for borrowing books from the libraries of the University of North Carolina and other neighboring institutions.

Admissions



Requirements and Procedures

The Divinity School is a fully accredited member of the Association of Theological Schools and is one of thirteen accredited seminaries of the United Methodist Church. It considers candidates for admission who hold an A.B. degree, or its equivalent, from a college approved by a regional accrediting body.

Preseminary Curriculum. The Divinity School follows the guidelines of the Association of Theological Schools with respect to undergraduate preparation for theological study. In general, this means a strong background in liberal arts, especially the humanities. A well-rounded background in English language and literature, history, philosophy, psychology, religion, social science, and foreign languages is especially desirable.

Application Procedures. Application forms secured from the admissions office should be filed six to twelve months in advance of the intended date of enrollment. Ordinarily, no application for a degree program will be accepted after 15 June and 15 November for September and January enrollments, respectively. Applicants who live within approximately 300 miles of Durham will be required to come for on-campus visits and interviews prior to final admission. A *minimum* of thirty days is required to process any application for a degree program.

Applications from international students will be considered individually. Generally no distinctions are made in admission requirements between international and domestic students. Students from abroad must complete in writing all financial arrangements for study in the United States prior to final admission by the Admissions Committee.

Graduates of unaccredited senior colleges and universities may apply for admission but will be admitted only on a probationary basis.

Admission Requirements. Those persons are encouraged to apply:

1. who have or will have been awarded a bachelor's degree from an accredited college or university prior to their intended date of enrollment;
2. who have attained at least an overall B- (2.65 on 4.0 scale) academic average; and
3. who are committed to some form of ordained or lay ministry.

Applicants are evaluated on the basis of academic attainment, future promise for ministry, and vocational clarity and commitment.



Admission on Probation. Applicants for admission who are graduates of accredited colleges but whose college transcripts do not fully meet Divinity School standards may be admitted on probation if other factors considered justify admission.

Probation means limited schedules of work, with the amount determined by the associate dean for curricular affairs (ordinarily no more than three courses each of the first two semesters), and also includes a review of work at the end of each semester by the Committee on Academic Standing until probation is lifted.

Admission as a Special Student. Special student status may be granted with the approval of the director of admissions and the dean. Particular circumstances must prevail in the case of such admissions. Applications for special student status must be submitted at least thirty days prior to the intended date of enrollment. *Special students are ineligible for any form of financial assistance through the Divinity School.*

Admission Acceptance. Applicants are expected to indicate their acceptance of admission within three weeks and to confirm this with the payment of an admission fee of \$30. Upon matriculation, this fee is applied to the first semester tuition charge.

To complete admission students must provide a certificate of immunization and general health to the student health service. The admission office must also receive a final transcript verifying the conferral of the undergraduate degree.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission unless they present a written request for postponement to the director of admissions and student affairs.

Transfer of Credit. Transfer of credit from theological schools accredited by the Association of Theological Schools is allowed by the Divinity School. Credit from another institution will normally be limited to one-third and may not exceed one-half of the total number of credits required for graduation by the Divinity School. In each case a letter of honorable dismissal from the school from which transfer is made is required along with a transcript of academic credits. Applicants for transfer into a degree program are evaluated on the same basis as other applicants.

Conduct of Students

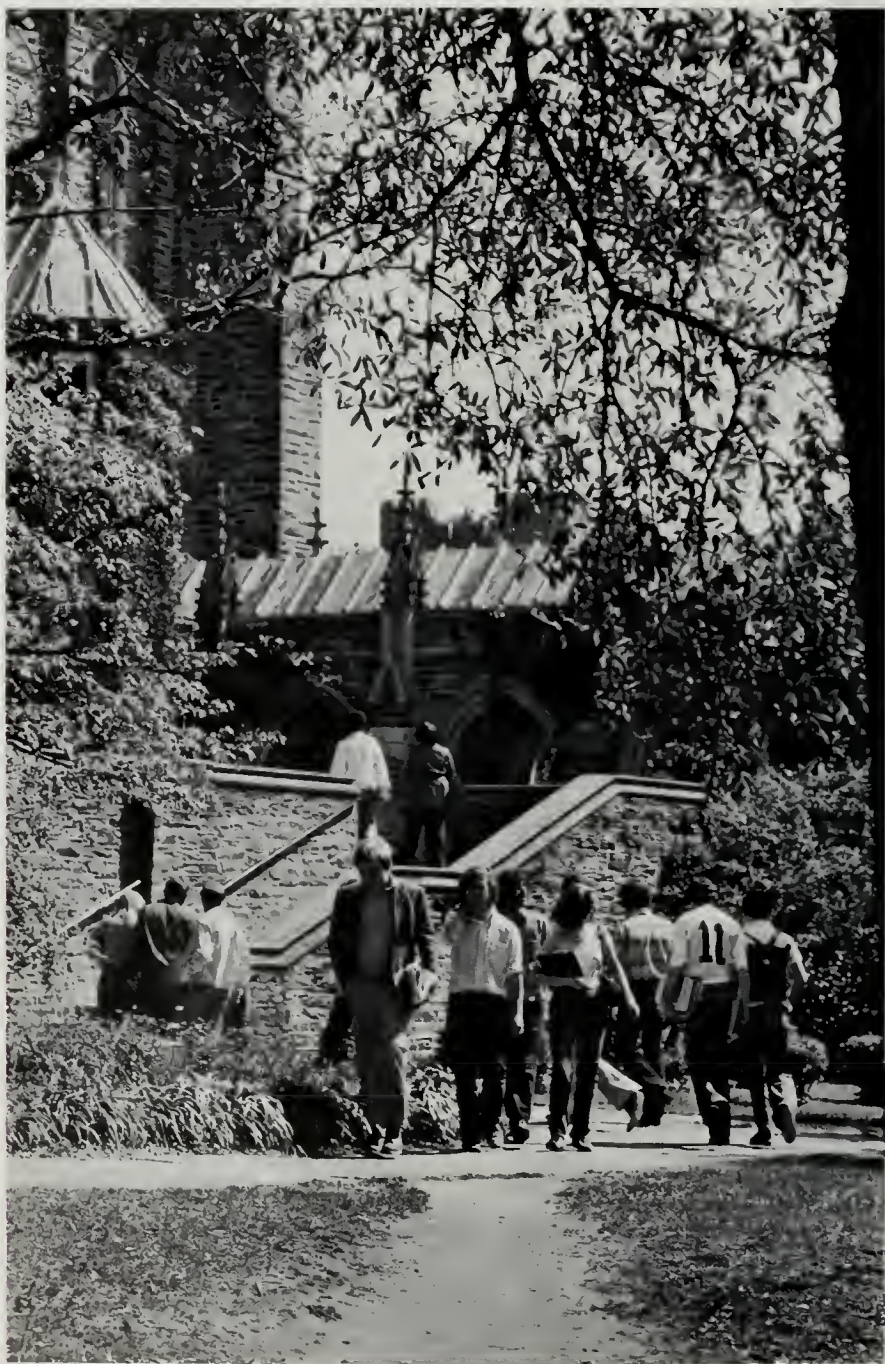
Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct. The University wishes to emphasize its policy that all students are subject to the rules and regulations of the University currently in effect, or which are put into effect from time to time by the appropriate authorities of the University. Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the University.

The Divinity School expects its students to participate in a communally shared concern for growth in life appropriate to Christian faith and to the dignity of their calling.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of age, race, color, national and ethnic origin, sex, or handicap, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. Inquiries concerning the University's responsibility may be directed to the director of equal opportunity.

Community Life



Corporate Worship

One of the most important aspects of a program of training for Christian life is a vigorous, inspiring, and varied program of participation in corporate worship. This corporate life of the Divinity School is centered in York Chapel where services are held weekly. These services are led by members of the faculty, members of the student body, and guests. Services are voluntary but have been and will continue to be sources of inspiration and strength to the members of the community.

Living Accommodations

Residence Hall Accommodations. Trent Drive Hall, located near the Duke Medical Center, houses graduate and professional school students and undergraduate women. All assignments of graduate students are made on a first-apply, first-assigned basis.

The limited number of single rooms, located in the men's section, are usually reserved by previous occupants for the following academic year. Other rooms are equipped with the following for each student: bed with innerspring mattress, chest with mirror, desk with chair, and book shelving.

Town House Apartments. Duke University operates Town House Apartments primarily for graduate and professional school students. Others may be housed if vacancies exist. The setting of these apartments provides single graduate students a comfortable, home-like atmosphere free of all aspects of living inherent to residence halls. Sixteen of the thirty-two air-conditioned apartments are equipped for two students, and the remaining sixteen units are equipped for three students.

Central Campus Apartments. Duke University operates a 500-unit housing facility known as Central Campus Apartments. The complex provides basic housing for married graduate students, and single and married students in nondegree allied health programs. Assignments are made on a first-apply, first-assigned basis.

For single students one-bedroom and two-bedroom apartments are fully furnished. The apartments for married students include a few efficiencies and a number of one-, two-, and three-bedroom units in which the kitchen, living room, and first bedroom are basically furnished. These apartments are equipped in such a

way as to provide economy and convenience to eligible married students while allowing for individuality.

Off-Campus Housing. The Department of Housing Management maintains lists of rental apartments, rooms, and houses provided by Durham property owners or real estate agents who will agree not to discriminate in the rental property because of race, sex, creed, or nationality of a prospective tenant. These lists are available in the central campus office. Off-campus rental properties are not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty, or staff.

Application Procedures. When students are informed of their acceptance to the Divinity School, they will also receive a form on which to indicate their preference for University housing. This form should be returned to the Divinity School, where it will be forwarded to the Department of Housing Management. Detailed information on the types of accommodations, and application forms, will be forwarded to the accepted student. However, if additional information is desired prior to a student's acceptance, please write to the Department of Housing Management, Duke University, Durham, North Carolina 27706.

Food Services. Food service on both East and West Campus is readily available. The dining facilities on the West Campus include a cafeteria with multiple-choice menus, a service area which includes cafeteria counters as well as a grill, and a table serving dining room, the Oak Room, where full meals and a la carte items are served. The Cambridge Inn, a self-service snack bar, is open throughout the day and evening. Trent Drive Hall has a public cafeteria and Gradel's, a snack bar/delicatessen, which is open until midnight.

Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University health service is to provide medical care and health advice necessary to help the student enjoy being a part of the University community. To serve this purpose, both the University health service clinic and the University infirmary are available for student health care needs. A separate fee for this service is assessed.

The main components of the health service include the University health service clinic, located in the Pickens Building on West Campus, and the University infirmary on the East Campus. Emergency transportation, if required, can be obtained from the Duke campus police. Residential staff personnel should be consulted whenever possible for assistance in obtaining emergency treatment.

The facilities of the University health service clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University infirmary are available during the regular sessions from the opening of the University in the fall until graduation day in the spring to all currently enrolled full-time students.

Since the student health program does not cover students while away from the Duke campus, it is imperative that student pastors and assistant pastors (winter and/or summer) who are subjected to the hazards of highway travel with great frequency secure complementary health and accident insurance for the full twelve-month period. Students whose course load entitles them to full coverage under the student health program are eligible to secure a complementary insurance policy through the University which provides protection for the entire calendar year. Costs and details of the complementary policy are available from the director of admissions and student affairs. At the time of registration, a student *must* enroll in this complementary insurance program or sign a waiver of liability statement



regarding health care and claims. Students in internship programs carrying less than two courses in any given semester are strongly encouraged to apply for this insurance. Foreign students are required to hold this or another acceptable policy.

The University has made arrangements for a student accident and sickness insurance plan to cover all full-time students for a twelve-month period. For additional fees a student may obtain coverage for a spouse or spouse and child. Although participation in this program is voluntary, the University expects all graduate students to be financially responsible for medical expenses above those covered by the University student health program through the University accident and sickness policy, a private policy, or personal financial resources. Students who have equivalent medical insurance or wish to accept the financial responsibility for any medical expense may elect not to take the Duke plan by signing a statement to this effect. Each full-time student in residence must purchase this student health insurance or indicate the alternative arrangement. The student accident and sickness insurance policy provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off campus, at home, or while traveling between home and school and during interim vacation periods. Term of the policy is from opening day in the fall. Coverage and services are subject to change each year as deemed necessary by the University in terms of costs and usage.

Married students are expected to be financially responsible for their dependents, providing for hospital, medical, and surgical care, since their dependents are not covered at any time by student health.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The student mental health service, located in the Pickens Rehabilitation Building, is under the direction of Dr. W. J. Kenneth Rockwell. Evaluations and counseling and/or treatment for matters ranging from ordinary growth and development to the most serious emotional and personal problems are available.

Motor Vehicles

Each student possessing or maintaining a motor vehicle at Duke University must register it at the beginning of the academic year in the security office at 2010 Campus Drive. If a motor vehicle is acquired and maintained at Duke University after academic registration, it must be registered within five calendar days after operation on the campuses begins. Resident students are required to pay an annual fee of \$20 for each motor vehicle or \$10 for each two-wheeled motor vehicle. Students first registering after 1 January are required to pay \$14 for a motor vehicle or \$7 for a two-wheeled motor vehicle.

At the time of registration of a motor vehicle, the following documents must be presented: the state vehicle registration certificate, a valid driver's license, and satisfactory evidence of automobile liability insurance coverage with limits of at least \$10,000 per person and \$20,000 per accident for personal injuries, and \$5,000 for property damage, as required by the North Carolina motor vehicle law.

If a motor vehicle or a two-wheeled motor vehicle is removed from the campus permanently and the decal is returned to the traffic office prior to 1 January there will be a refund of \$10 for a motor vehicle and \$5 for a two-wheeled motor vehicle.

Student Activities and Organizations

In the absence of common living and dining accommodations, community life in the Divinity School centers around a number of organizations and activities. The richness of life prevents more than a very selective listing of activities and organizations.

A primary center for community is a morning chapel service held every Tuesday, Wednesday, and Thursday in York Chapel while school is in session. Faculty and students share joint responsibility for these services.

A number of students find both intimacy and fellowship in one of several informal groups whose major purpose is to provide students with opportunities to express and share personal, professional, and spiritual developments with each other in weekly meetings on the campus and at home.

The Community Life Committee of the Student Representative Assembly annually plans at least six community-wide events for students and faculty. Weekend retreats present students with an opportunity to become better acquainted with each other and with faculty, and to explore matters of personal, professional, or spiritual concern. Dialogues on ministry occurring through the year help introduce students to practicing ministers and their personal, professional, and spiritual struggles and growth.

The Student Association. The officers of the Student Association are elected and serve as an executive committee for conduct of the business of the Representative Assembly.

The purpose of the association is to channel the interests and concerns of Divinity School students to the following ends:

1. to provide student programs and activities;
2. to represent students to the faculty and administration;
3. to represent students with other Duke University organizations; and
4. to represent students in extra-University affairs.

Divinity School Choir. A student organization of long standing is the Divinity School Choir. Membership is open to all qualified students. The choir sings regularly for chapel and at special seasonal programs and services. New members are chosen by informal auditions which are arranged for all who are interested.

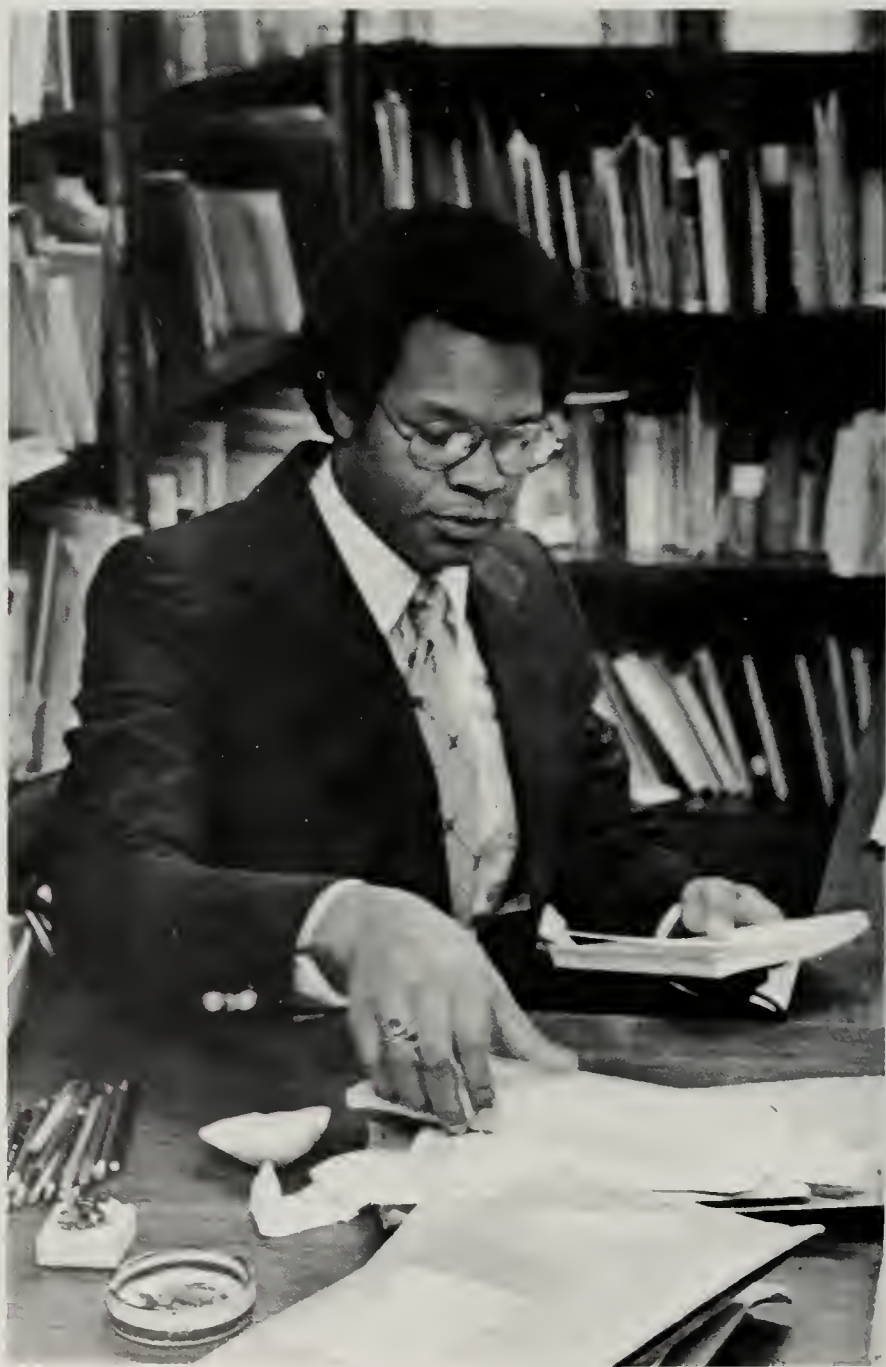
Divinity Wives. Divinity Wives is an organization of wives in the Divinity School which offers opportunities for sharing interests and concerns. The wives' program, which includes a variety of speakers, small interest groups, and special projects, seeks to encourage and provide ways for wives to become a more integral part of the Divinity School community. Some activities are planned annually to include husbands and families. Faculty wives are also invited to attend the meetings.

The Black Seminarians' Union. This is an organization of black students whose major purpose is to insure the development of a theological perspective commensurate with the Gospel of Jesus Christ and relevant to the needs of black seminarians and the black church, to improve the quality of life academically, spiritually, politically, and socially in the Divinity School.

The Student Pastors' Association. This association provides students actively serving their denominations in an ordained or lay capacity opportunity to meet, to share, to plan, and to act on their common needs and concerns as those serving the church as senior and associate pastors while in school.

Women's Office. The Women's Office seeks to serve the entire Divinity School community through a focus on the special needs and contributions of women in ministry in and to the church and society today. The office, coordinated by a divinity woman student, is a resource center for the whole community in addition to a support and action center for women in particular.

Financial Information



Fees and Expenses

Estimated Living Expenses. The total cost for a student to attend the Duke Divinity School varies according to individual tastes and requirements; however, experience indicates that a single student may expect to spend a minimum of \$5,500 per year with an average of \$6,000 and a married couple may expect to spend a minimum of \$8,000.

Housing Fees. The charge for each person in a double room for the academic year is \$568 in the Trent Drive Hall. Single rooms are reserved for returning students.

The residential fee for Town House Apartments is \$739 and the fee for Duke Modular Homes is \$851. These rates are per person per academic year on the basis of three students to an apartment. Utility charges are not included in these fees. Cost of utilities, except water, will be shared by occupants in these apartments. Deposits are required by the telephone company.

Housing fees are subject to change prior to the 1978-79 academic year. A \$50 deposit is required on all reservations.

Rates for Central Campus Apartments will be quoted to applying students upon request to the manager of apartments and property. Refunds on housing fees will be made in accordance with the established schedules of the University.

Master of Divinity and Master of Religious Education Candidates. The table below lists basic minimum expenditures. In addition to the fees cited here, there is an admission fee of \$30 which is applied to the first term bill and a room deposit of \$50. See relevant sections on Admissions and Housing for full details.

	<i>Per Semester</i>	<i>Per Year</i>
Tuition—M.Div. and M.R.E.	\$1,075	\$2,150
Student Health Fee	50	100
Approximate Cost of Meals	500	1,000
Room (double) Trent Drive Hall	311	622

Tuition will be charged at the rate of \$268.75 per course. The figures shown are for a program carrying eight courses per year. Students will be charged for additional course enrollments.

Master of Theology Candidates. A student who is a candidate for the Th.M. degree will be liable for tuition on the basis of eight courses at the rate of \$268.75 per course. All other costs and regulations for the Th.M. degree are the same as those for the M.Div. and M.R.E. degrees.

Special Student. A special student is one who is enrolled for academic credit, but who is not a candidate for a degree at that time. The tuition will be charged on a course basis. Other costs and regulations are the same as those for the M.Div. and M.R.E. candidates. No financial aid is available.

Audit Fee. Anyone seeking to audit a course in the Divinity School must, with the consent of the instructor concerned, secure permission from the associate dean's office. In accordance with the general University practice, a fee of \$40 per course will be charged all auditors who are not enrolled students or University employees.

Athletic Fee. Divinity School students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$25 per year, plus any federal tax that may be imposed. The fee is payable in the fall semester.

Payment and Penalty. The tuition is due and payable not later than the day of registration for that semester. In unusual circumstances, a student may secure permission of the dean to delay registration, provided it is not beyond the first week of classes and the student pays the \$25 late registration fee.

Tuition refund will be made according to the following schedule: withdrawal from school before the beginning of classes—full refund; during the first or second week of classes—80 percent; during the third to fifth weeks—60 percent; during the sixth week—20 percent; no refunds after the sixth week. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward. No refunds will be made for withdrawal from individual courses.

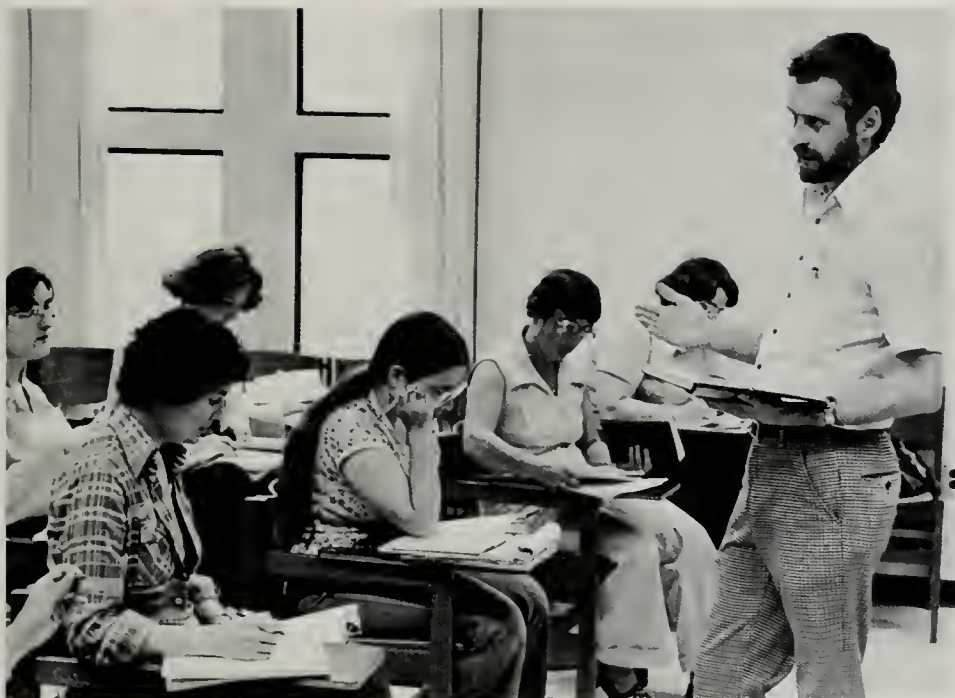
Debts. No records are released, and no students are considered by the faculty as candidates for graduation, until they have settled with the bursar for all indebtedness. Bills may be sent to parents or guardians provided the bursar has been requested in writing to do so. Failure to pay all University charges on or before the times specified by the University for the semester will bar the student from class attendance until the account is settled in full.

Motor Vehicle Registration Fee. There is a \$20 registration fee for all automobiles (\$10 for two-wheeled motor vehicles) used on campus. For specifics see the chapter on Community Life.

Student Financial Aid

A student should select a school on the basis of educational opportunity. At the same time financial consideration will be a legitimate and often pressing concern. Each student should formulate at least a tentative plan for financing the entire seminary education. Although the exact method of financing the full theological degree may not be assured at the beginning, a student should have a clear understanding of the expenses and available sources of income for the first year and the assurance that there exist ways of financing subsequent years.

The Committee on Financial Aid will counsel the student concerning financial needs and possible resources. There is constant review of available resources in order to assist the greatest number of students. However, the basic financial responsibility belongs to the student who is expected to rely upon personal and family resources and earning and borrowing power. Other resources may include the student's church, civic groups, foundations, and resources of the school which may include grants, loans, field work grants, and employment. It is the goal of the financial aid office to assist each student in planning a financial program so that as little indebtedness as possible will be incurred.



The total amount available through the Divinity School is limited. Further, the conditions set forth by the individual or institutional donors determine the circumstances under which the grants can be made. Almost without exception the donors require ecclesiastical endorsement and/or declaration of ministerial vocational aim.

The principles regarding the disbursement of financial aid are as follows:

1. Financial aid is recommended on the basis of demonstrated need. All students must file an application which substantiates needs and provides full information on potential resources. This is essential in order to make Divinity School funds available to the greatest number of students.
2. The total amount of financial aid available to any one student cannot exceed the average demonstrated need.
3. Grants will be made within the limits of the conditions set forth governing each source.
4. The conditions at the beginning of the academic year determining financial needs shall be the governing criteria for the year. Financial aid programs are set up on a yearly basis, except for those students who may enter the second semester and/or those few whose status may change.
5. Financial aid grants are made on a one-year basis. The assistance may consist of scholarships, loans, tuition grants, grants-in-aid, field education grants, and employment, which may be worked out in various combinations on a yearly basis. A new application must be filed each year.
6. Application for financial aid may be made by entering students at time of admission or currently enrolled students in the spring. Notification will be given after committee approval. Student pastors serving United Methodist churches can be notified after the pastoral charge and Annual Conference determine salary schedules.
7. Ordinarily financial aid is not available beyond six semesters (eight for pastors on reduced load).

Financial Resources

Personal. In order that both the church and the Divinity School may be able to extend the use of their limited funds to as many students as possible, a student who desires a theological education should be willing to defray as far as possible the cost of such an education. Resources may include savings, earnings, and gifts, support or loans, and if married, earnings of a spouse. In calculating anticipated income, the student first considers personal resources.

Church. Many local churches and conferences or other governing bodies provide gifts and grants for theological education, such as ministerial education funds which provide grants and/or service loans to theological students. The student makes application to the home church, Annual Conference, Presbytery, or other governing body. The financial aid office cooperates with these church agencies in making recommendations and in handling the funds. *United Methodist students and others must be under the care of the appropriate church body to be eligible for church support.* The school cannot compensate for a student's indisposition to receive church funds when such are available on application through the Annual Conference Ministerial Education Fund or other agencies.

The Divinity School, as a member school of the Association of United Methodist Theological Schools, takes cognizance of and subscribes to recommended policy and practice regarding the administration of United Methodist Church funds for student financial aid as adopted by the association, 15 June 1970, and as bearing upon tuition grants, as follows:

Resources for tuition grants, scholarships or the like are primarily available to students with declared vocational aims leading to ordination or recognized lay ministries and supported by commendation or endorsement of appropriate church representatives. At the same time, we believe that consideration for a tuition grant may be accorded to students who adequately indicate conscientious concern to explore, through seminary studies, a recognized church-related vocation. Finally, it is our judgment that, where the above mentioned conditions are deemed to be absent respecting a candidate for admission, the decision to admit such a candidate should be without the assurance of any tuition subsidy deriving from church funds. (*AUMTS Minutes*, 15 June 1970.)

Divinity School Scholarships. A limited number of scholarships are available to encourage qualified students to pursue their preparation for the Christian ministry. Such students ordinarily will not be eligible for remunerative employment during the academic year. When a student holding a scholarship is permitted to engage in remunerative employment, it is understood that adjustments may be made in the total scholarship and financial aid program for that student.

Junior Scholarships. Junior scholarships are available to a limited number of entering students of the junior year who are candidates for the Master of Divinity degree, and are awarded on the basis of academic record and promise of usefulness in Christian ministry. These scholarships are for the amount of up to \$1,000 depending upon demonstrated need. Tuition grants in varying amounts are also available up to full tuition if demonstrated need warrants. Further, if the student applies for the Summer Endowment and Field Education Program, placement may be anticipated. Junior Scholarships are not renewable.

National United Methodist Scholarships. The General Board of Education of the United Methodist Church makes available two \$750 scholarships to rising mid-*d*lers who have made outstanding records in the first year class. The Department of the Ministry offers these scholarships to students preparing for the parish ministry.

Middler Scholarships. Middler Scholarships of up to \$1,000 are made available to rising mid-*d*lers on the basis of academic attainment, character, and promise for the

Christian ministry. The exact amount of the scholarship is dependent upon demonstrated need of the student.

Senior Scholarships. Two Rowe Scholarships for seniors and a limited number of additional senior scholarships in amounts of up to \$1,000, depending on demonstrated need, are awarded to rising seniors who have achieved academic excellence and who give unusual promise of service in the Christian ministry.

Foreign Student Scholarships. In cooperation with the Crusade Scholarship Committee of the United Methodist Church and other authorized church agencies, students are selected and admitted to courses of study. Scholarships for such students are provided from the Lewis Clarence Kerner Scholarship Fund and from individual churches and private philanthropy.

Tuition Grants. These are available in amounts commensurate with demonstrated need as adjudged by the Committee on Scholarships and Financial Aid. Entering students may apply, on notice of admission, by submitting the financial aid inventory to the Office of Financial Aid. Enrolled students may apply by annual renewal of their financial aid inventory. Because of the purpose and attendant educational objectives of the school, resources for tuition grants are primarily available to students with declared ministerial aims or those wishing to explore a ministerial vocation leading to ordination or recognized lay ministries.

Field Education Grants. Varying amounts are made available through the Divinity School to students who choose to participate in the field education program. The Offices of Field Education and Financial Aid work together in determining placement and grant amount. This program includes the summer assistants, winter assistants, and student pastors. See full description under the section on Field Education.

Loans. Loan funds held in trust by the University, as well as United Methodist student loans and funds supplied by the federal government through the National Defense Education Act of 1958 are available to qualified students. The application must be submitted by 1 July.

Unless otherwise indicated, all correspondence concerning financial aid should be directed to: Financial Aid Office, The Divinity School, Duke University, Durham, North Carolina 27706.

Employment. Students or spouses desiring employment with the University should apply to the director of personnel, Duke University. Students or spouses make their own arrangements for employment either in the city of Durham or on campus.

Financial Aid Resources

Certain special funds have been established, the income from which is used to provide financial aid through scholarships and field education grants for students wishing to secure training in preparation for Christian ministry. The resources listed below include endowed funds and sources of annual contributions.

Alumni Scholarship Fund. This fund was established in 1976 by the alumni of the Divinity School to provide financial support for ministerial candidates.

R. Ernest Atkinson Legacy. This legacy was established in 1952 under the will of the Reverend R. Ernest Atkinson, Trinity College Class of 1917, Richmond, Virginia.

Fred W. Bradshaw Fund. This fund was established by Fred W. Bradshaw of Charlotte, North Carolina, to be utilized for the enrichment of the educational

program of the Divinity School, especially to support distinguished visiting scholars and outstanding students.

Emma McAfee Cannon Scholarship. This scholarship was established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, and is designated to assist students from the North Carolina Annual Conference of the United Methodist Church who are studying for the pastoral ministry and planning to spend that ministry in the North Carolina Conference.

E. M. Cole Fund. This fund was established in 1920 by Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina.

Dickson Foundation Awards. These awards were established by the Dickson Foundation of Mount Holly, North Carolina, to provide assistance to students who demonstrate financial need and superior ability. Preference is given to children of employees of American and Efird Mills and its subsidiaries, to residents of Gaston, Caldwell, and Catawba Counties, and to North Carolinians.

The Duke Endowment. Among the beneficiaries of the Duke Endowment, established in 1924, are the rural United Methodist churches of the two North Carolina Conferences. Under the Maintenance and Operation Program, Field Education Grants are available for Duke Divinity School students to serve in rural United Methodist churches under the Endowment and Field Education Program.

N. Edward Edgerton Fund. This fund was established in 1939 by N. Edward Edgerton, Trinity College Class of 1921, of Raleigh, North Carolina.

George D. Finch Scholarship Fund. This fund was established in 1972 by George David Finch, Trinity College Class of 1924, of Thomasville, North Carolina.

James A. Gray Fund. In 1947 James A. Gray of Winston-Salem, North Carolina, presented this fund to the Divinity School for use in expanding and maintaining its educational services.

P. Huber Hanes Scholarship. This scholarship was established by the late P. Huber Hanes of Winston-Salem, North Carolina, Trinity College Class of 1900, as a scholarship fund for Duke University, a portion of which is used to provide financial assistance for Divinity School students.

Richard R. Hanner, Jr. Scholarship. This scholarship was established in 1973 by friends of the late Richard R. Hanner, Jr., Trinity College Class of 1953, to support advanced work in Christian education.

Franklin Simpson Hickman Memorial Fund. This fund was established in 1966 by Mrs. Veva Castell Hickman as a memorial fund in memory of her husband, who served as professor of the psychology of religion, the dean of the chapel of Duke University, and the first preacher to the University. The income of the fund will support a regular visiting lecturer in preaching and financial aid to students who wish to specialize in the psychology of religion.

George M. Ivey Scholarship Fund. This fund was established in 1948 by a gift of George M. Ivey, Trinity College Class of 1920, of Charlotte, North Carolina.

Charles E. Jordan Scholarship Fund. This fund was established in 1969 by the family of Charles E. Jordan, former vice-president of Duke University.

Lewis Clarence Kerner Scholarship. This fund was established in 1959 by Beatrice Kerner Reavis of Henderson, North Carolina, in memory of her brother and designated for the assistance of native or foreign-born students preparing for service in world Christian mission.

Carl H. and Mary E. King Memorial Fund. This fund was established in 1976 by friends and family and is to be used for students preparing for the parish educational ministry.

Laurinburg Christian Education Fund. This fund was established in 1948 by members of the First United Methodist Church, Laurinburg, North Carolina.

Dr. D. M. Litaker Scholarship. This scholarship was originally established by Charles H. Litaker in 1946 in honor of his father, Dr. D. M. Litaker, Trinity College Class of 1890, and was specified for the Divinity School in 1977 by the Litaker family. The income is for support of persons preparing for ministry in the Western North Carolina Annual Conference of the United Methodist Church.

Myers Park Scholarship Fund. This fund was established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina.

W. R. Odell Scholarship. This scholarship was established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina.

Gilbert T. Rowe Memorial Scholarship Fund. This fund was established in 1960 through the generosity of Divinity School alumni and friends of the late professor of systematic theology.

Elbert Russell Scholarship. This scholarship was established in 1942 by the Alumni Association of the Divinity School in honor of the late dean of the Divinity School and professor of biblical theology.

Earl McCrary Thompson Scholarship. This scholarship was established in 1974 in honor of the late Earl McCrary Thompson, Trinity College Class of 1919.

Hersey E. Spence Scholarship. This scholarship was established in 1947 by the Steele Street United Methodist Church of Sanford, North Carolina, in honor of their former pastor and late professor in the Divinity School.

The United Methodist Church. The United Methodist Church makes a substantial contribution to the Divinity School by designating a percentage of its ministerial education fund and world service offerings for theological education. The general Board of Education makes available annual two National United Methodist Scholarships having a cash value of \$750 each.

The Divinity School Fellowship. This fellowship was established by a group of interested laypersons who provide support for students with demonstrated need.

Dempster Graduate Fellowships. The United Methodist Board of Education offers two fellowships each year for graduates of United Methodist theological schools who are engaged in programs of study leading to the Ph.D. degree in religion. A number of Divinity School graduates have held these fellowships.

Field Education



A Ministerial Development Program

Field education is designed to develop ministerial competency in divinity students by placing them in situations where they can bring their theological concepts to bear upon the problems and dilemmas of real life; where they can develop skill in ministerial functions; where they can bring the perceptions of personal experience to bear on their reflective studies; and where these perceptions may be integrated into the students' life and expressed in effective ministry behavior.

As the clinical dimension of theological education, field learning is designed to: (1) help students develop their own vocational self-identity as ministers by providing situational experimentation with a variety of ministry tasks; (2) provide a ground for the testing and reconstruction of theological, psychological, and sociological concepts; (3) develop the ability to do critical and reflective thinking by relating theory to experience; (4) help students formulate and experimentally refine their own unique ministry skills to achieve an acceptable level of professional competence; (5) integrate academic studies, experiential discovery, and reflective insights into a personal spiritual foundation that produces a confident and effective ministry.

A field context has built into it such specific learning components as: student-made learning contracts, field supervision and learning guidance, reflection groups, peer groups, investigation-research projects, seminars, integrative tutorials, directed readings, and evaluation processes. These elements constitute the academic discipline that connects experience into meaningful learning and provides the basis for legitimate ministerial growth.

Field Education Credit Requirements

In an effort to sustain the learning focus of field education, the faculty has approved the following credit requirement plan. Two units of approved field education placement are required for graduation certification in the Master of Divinity degree program. A unit is defined by one term placement, either a summer term of ten weeks or a winter term of thirty weeks at sixteen hours per week. To be approved, the field context must provide in it ministerial identity and role, distinct ministerial tasks, qualified supervision, a service-learning contract, regular supervision conferences, and effective evaluation. Each unit also requires completion of the appropriate field education seminar.



The seminar required for each unit of credit will include the use of case material prepared by the student and critical reflection upon the nature and task of ministry as it is experienced in an approved field context. Seminars will be led by faculty and practicing ministers. The field seminars must be taken in a sequential pattern: FE I, Ministerial Development Seminar, must be prerequisite to FE II, Ministerial Practice Seminar. Students must be enrolled in the School, have full-time status, and currently be registered in course work to be eligible for credited field seminars.

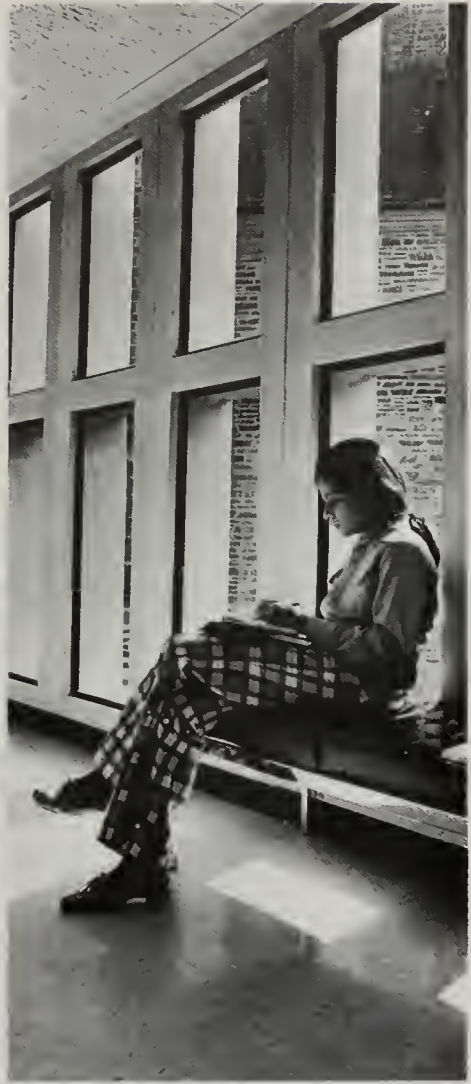
To qualify for credit the student must preregister for the approved placement, develop and complete a learning contract with acceptable quality of work, cooperate with the supervisor, participate in the assigned seminar, and prepare an evaluation of the experience. Evaluation and grading will be done by the field supervisor, student, and seminar leader, utilizing self-assessment, a rating scale, and a written report.

Additional ministerial certification is associated with various course offerings and practicum projects listed in the section on courses of instruction. These particular credits are independent of the required field education units and may not be substituted for them.

Field Settings for Ministry Development

Field placements are usually made in settings that have been developed and approved by the Divinity School. They contain opportunities for ministerial service under supervision, pastoral identity, and evaluation.

A wide variety of ministry settings is available for varying student interests: parish settings include rural, suburban, central urban, cluster groups, larger parish patterns, staff team ministries; social agency settings include a settlement house, crisis center, women-in-action program, rest homes, social services center; institutional settings include hospitals, mental health institutions, prisons, youth rehabilitation centers, mental retardation centers, retirement homes, and government agencies; campus ministry settings include positions on the campus of a variety of schools; resort ministries in the summer term, and youth camps.



Internship Program

An internship assignment embraces both a full-time salaried position and a learning commitment in a single context over a period of time ranging from four to twelve months. These assignments are designed to engage the student in considerable depth in particular ministry skills in a setting relevant to the vocational area of interest. They must encompass an advanced level of specialized field experience which is more complex and extensive in its serving and learning potential than the basic field education program short-term placement. The internship may be individually designed to meet the needs and interests of the student, provided that the plan includes a student learning contract, an agency service contract, approved supervisory standards, an investigation-research project acceptable to the assigned faculty adviser, and participation in either a colleague group or seminar. When these components are satisfactorily met and the evaluation reports are filed, credit for up to two courses (six semester hours) may be assigned for the internship. No additional academic credit may be accumulated

during the internship year. Grading for the two course credits will be on a pass/fail basis.

Internship settings may be student initiated or negotiated by the School. In either case an agency contract covering all agreements must be made and filed with the director of field education. Types of settings occasionally available for internship placement include: campus ministry and college chaplaincy positions; parish ministry positions—such as associate pastor, parish director of education; social agency and institutional positions; a world mission internship of one to three years of national or overseas service; and occasional governmental positions. Other internships in the church or in specialized ministries in the secular world may be planned in consultation with the director of field education.

To be eligible to register for an internship, the students must have completed at least two full years of their seminary curriculum and be registered as students in good standing in the Divinity School. Application forms and processing for internships will be done through the Office of Field Education.



Students Serving As Pastors

Students frequently serve as pastors of churches, or part-time associates, during the period of their study in the Divinity School. These appointments are made by the appropriate denominational official or body. The Divinity School recognizes this arrangement and recommends that the student should consult with the director of field education, as agent of the dean, before accepting an appointment as pastor or associate pastor. In some cases this is required before grants can be approved.

The field education office cannot make these appointments. This is within the jurisdiction of denominational authorities, and students should initiate their own arrangements. The field education office, however, will provide current information concerning pastoral appointments open to students and will send references upon request to ecclesiastical officials. Salaries and other forms of remuneration for this pastoral service must be reported to the financial aid secretary of the Divinity School when application is made for financial aid from the school.

Students who serve in these capacities ordinarily may enroll in not less than two or more than three courses per semester, thus requiring, in most cases, four academic years to complete the Master of Divinity degree. Relaxation of this regulation requires the permission (on the appropriate form) of the supervising church official, the director of field education, and the associate dean for curricular affairs. Further, students whose residence is located more than fifty miles from the campus will be required to live on campus during the academic week. Any departure from this requirement must be negotiated with the director of field education.

In keeping with the goal of the School to develop professional competence in ministry, students should use their pastoral appointments as learning contexts for field education programs initiated by the School. Special seminars and reflection groups may be arranged in consultation with students to advance their professional growth and performance. For particular field learning projects, a supervisor may be assigned to guide the pastor's learning activity in the parish. Periodic evaluation will be expected from both supervisors and pastors. The required field education units may be done in the pastor's parish, if all the conditions outlined for credit are met, and all reports are completed and filed at the appropriate time.

Field Education Seminars

The two professional ministry units of credit required for the Master of Divinity degree may be earned by approved field placement and participation in the seminars listed below. FE I is prerequisite to FE II.

FE I. Ministerial Development Seminar. Through the use of case material, critical reflection upon the nature and task of ministry as experienced in a field context with special emphasis upon vocational development and ministerial role. Two hours a week. *Faculty or Staff Leadership*

FE II. Ministerial Practice Seminar. Case studies to develop competence in church administration, preaching and worship, pastoral care and counseling, and religious nurture and teaching. Two hours a week. *Faculty, Staff, and Professional Ministerial Leadership*

Registration for these seminars should be done through the registrar's office at the normal registration time. Credit forms should be secured from the field education office. Since no semester hour credit values are assigned to these seminars, there will be no tuition charge for them.

Black Church Studies



The Black Church Studies Center

Black Church Studies at Duke Divinity School is an engagement of the Divinity School with the black church, black theology, and the black community, and represents an appreciation for study of and involvement in black religious experiences. The Black Church Studies Center exists to illuminate the several dimensions of these experiences, to investigate and expose the contributions which the black church has made and can make to both the black community and American culture, and to actualize the potential for service to the church through its special concerns for ministry and mission to black people in both church and community. The center is a concrete expression of the role of Black Church Studies in theological education which undertakes faithfully to serve Christ and his church.

The Black Church Studies Center is the visible evidence of a quest for ministry, justice, and community among Divinity School faculty and students. It is a quest of teachers and seminarians, clergy and laity from both races for clearly developed curricular programs, research projects, and continuing education. It is recruitment, counseling, supervision, curriculum development, research, teaching, academic advising, continuing education, and service to black churches and congregations. It is, in conception and nature, an instrument which serves both internal and external interests of the Divinity School; and its immediate clientele is simultaneously the academic and religious communities.

The curriculum in Black Church Studies is already being developed and staffed, and the list of current offerings may be found in this catalogue in the section on Courses of Instruction. Dr. Joseph B. Bethea served on the staff from 1972 to 1977 as director of black church studies; and Dr. Herbert O. Edwards and Mr. C. G. Newsome joined the faculty in 1974 and 1978 respectively. In addition, black faculty from the religion department and from other departments of the University complement our offerings, and associates in instruction are secured as need arises.

In the 1977-78 academic year, thirty-five black seminarians were enrolled at Duke. This constitutes between 10 and 11 percent of the total enrollment. Seven of these were graduated in May, 1978, with the Master of Divinity degree.

The Black Church Studies Center offers counsel and advice to prospective black seminarians in undergraduate schools. Since black theological students are the *raison d'être* for the Black Church Studies Center here, the director of the center invites inquiries and offers assistance in planning a program of studies at Duke. The director has responsibility, moreover, for advising students about field education placement, financial aid, adjustment needs, and a broad range of other student requirements. Further information concerning the center is available from the Black Church Studies Center, Duke Divinity School, Durham, North Carolina 27706.

Continuing Education



The Continuing Education Center

Through the continuing education center and the faculty director of continuing education, the Divinity School offers expanded services of its faculty and facilities in continuing education for ministry. The Charles P. Bowles Continuing Education Center in the new wing of the Divinity School includes a seminar room and spacious study carrels for ministers involved in individual study or in-residence seminars. The Divinity School Library; the Henry Harrison Jordan Loan Library; the growing collection of tape recordings of sermons, lectures, and interviews; the Pickens Communications Center; and *The Duke Divinity School Review* are also available for continuing education for ministry. The director and the Divinity School Committee on Continuing Education, in cooperation with church leaders throughout the region, provide a year-round program of in-residence seminars and conferences, extension seminars and consultations, and special services to ministers and churches in the vicinity.

Admission and Scholarships

Conferences, churches, and other supporting groups and institutions have made available through the Divinity School certain designated funds to assist in continuing education for ministry. Inquiries, applications for admission, and requests for continuing education scholarships for in-residence seminars should be directed to: Director of Continuing Education, Duke Divinity School, Box 4673, Duke Station, Durham, North Carolina 27706.

In-Residence Seminars and Conferences

During the academic year 1977-78 the Divinity School conducted or cosponsored a series of in-residence continuing education seminars, workshops, and conferences, with faculty and guest leaders. These included the Salisbury district ministers' seminar, black church studies seminar on "Varieties of Expression in Black Religion," "Advent and Christmas Sermon Workshop," "The Psalms and the Spiritual Life" seminar, workshop in "Ministry to the Formerly Married," "Lenten Sermon Seminar-Workshop," "Christian Ethics from a Black Perspective," and cosponsored conferences on "The Church's Ministry in Higher Education," for campus ministers, college and university administrators, and denominational leaders; "Prophet or Priest," for southeastern jurisdiction young adult leaders; "The Changing Clergy Job Market," for ecclesiastical officials; and

"Human Sexuality and Ministry," for campus ministers. In addition, individual ministers have been guided in special semester-long continuing education studies in the Divinity School.

The Spring Institute for Ministry was the major continuing education program of 1977-78. First week seminars included "Urban Ministries," "Preaching from Genesis," "The Sacraments in Scripture and Tradition," "Studies in Genesis," "Staff and Supervision in Ministry," "New Light on Jesus and His Earliest Followers," and "Young Pastors' Seminar."

Second week seminars and supervisory training for ministers preparing to supervise divinity students in summer ministries dealt with "The Measures of True Preaching," "The Book of Revelation," "Intentional Ministry," "Foundations for Supervision," "Theological Reflection and Ministerial Practice," and "Conflict, Management, and Resolution."

Extension Seminars, Workshops, and Lectureships

Extension services in continuing education for ministry during 1977-78 included a varied series of seminars, workshops, lectureships, and conferences held in cooperation with district and conference continuing education committees, church agencies, and institutions of higher education and professional training for ministry. Divinity School faculty and associated resource leaders provided such services as lectureships and preaching in pastors' schools and conferences, theological schools, and Christian educators' conferences in many states. Other services included faculty leadership in Albemarle district colleague group studies and in six Institute for Homiletical Studies groups, assistance in the Methodist College symposium on "Midlife: Crises in the Adult Years," and cosponsorship of the "Management for Ministry" seminar at Lake Junaluska.

Two faculty-led travel-study seminars were offered: "Faith and Form," on Christianity and the arts in Italy, and a second "Introduction to Mexico" for ministers, laity, and divinity students.



The Convocation and Pastors' School

The annual Divinity School Convocation and North Carolina Pastors' School, a cooperative endeavor with the North Carolina and Western North Carolina Conferences of the United Methodist Church through the board of managers of the Pastors' School, brings ministers, lay persons, students, and faculty together for a series of lectures, sermons, and courses, along with alumni reunions and social occasions.

The Gray Lecturer in the 31 October–2 November 1977 convocation was the Reverend Richard John Neuhaus, editor of *Worldview*. The Very Reverend Urban Tignor Holmes III, dean, School of Theology, University of the South, was Hickman Lecturer. Other lectures, services of worship, and workshops on "Leadership in Worship Today" were led by the Reverend Heather Murray Elkins, Duke University Parish Ministry; Dr. H. Grady Hardin, LeVan Professor of Worship and Preaching, Perkins School of Theology; the Reverend Hoyt L. Hickman, director of Worship Resourcing, Board of Discipleship, the United Methodist Church; Dr. Paul W. Hoon, Henry Sloan Coffin Professor Emeritus of Pastoral Theology, Union Theological Seminary; and Dr. James F. White, Professor of Christian Worship, Perkins School of Theology. Bishop L. Scott Allen of the Charlotte area and Bishop Robert M. Blackburn of the Raleigh area, the United Methodist Church, led the Bishops' Forum. The Divinity School Choir led worship through music. Alumni gathered for class reunions and the general Alumni Association Luncheon, at which Dr. D. D. Holt, Class of '33, received the Distinguished Alumnus Award.

Lectures and Symposia

The James A. Gray Lectures. These annual lectures, established in 1950 as part of a bequest made in 1947 by James A. Gray of Winston-Salem, North Carolina, are delivered in the context of the Divinity School Convocation and North Carolina Pastors' School. The Reverend Richard John Neuhaus, senior editor of *Worldview* and associate pastor of the Church of St. John the Evangelist (Lutheran), Brooklyn, gave the 1977 Gray Lectures on the general theme, freedom for ministry. The 1978 Gray Lecturer, 23–25 October, will be Dr. Schubert M. Ogden, professor of theology, Perkins School of Theology, and director of graduate programs in religion, Southern Methodist University.

The Franklin S. Hickman Lectureship. This lectureship was established in 1966 as part of a bequest by Mrs. Franklin S. Hickman in memory of her late husband, Dr. Franklin Simpson Hickman, professor of psychology of religion, Duke Divinity School, and dean of the chapel, Duke University. This lectureship enables the Divinity School to bring practicing ministers of extraordinary qualities to lecture and preach in the Convocation and Pastors' School and to participate in Divinity School classes, worship, and informal sessions with students and faculty. The Very Reverend Urban Tignor Holmes III, dean, School of Theology, University of the South, was the 1977 Hickman Lecturer, on "The Power of the Numinous and the Ministerial Priesthood." Hickman Lectureship funds also contributed to support of the five lecturers and leaders of worship and worship workshops listed above, and to the semester-long teaching service of the pastor-in-residence, the Reverend Paul J. Beeman of First United Methodist Church, Olympia, Washington. The 1978 Hickman Lecturer will be Dr. Thomas C. Oden, professor of theology, the Theological School, Drew University.

Symposium on Christian Missions. Each year the Divinity School presents a symposium on the world mission of the church, usually including a visit by a

secretary or missionary personnel. The general aims are "to inform students and faculty of the philosophy and work of missions as seen through the personal experience of speakers; to educate present and future ministers so that they will have a vital concern for the promotion of missionary education in the local church; and to evaluate the missionary enterprise as a significant force in the revolutionary world."

Other Divinity School Lectures. The lecture program committee sponsors or cosponsors a series of public lectures throughout the year for the Divinity School, the Duke University community, and the ministers, churches, and community of Durham. Speakers during 1977-78 included:

- Professor Erhard S. Gerstenberger, Faculdade de Teologia, Sao Leopoldo, Brazil;
The Reverend William B. McClain, Pastor, Union United Methodist Church, Boston;
Dr. Richard Rubenstein, University Professor of Religion and Judaic Studies, Florida State University;
Dr. John Pawlikowski, Associate Professor and Chairperson, Department of Historical and Doctrinal Studies at the Catholic Theological Union in Chicago;
Dr. Elizabeth A. Clark, Department of Religion, Mary Washington College, Virginia;
Dr. Elie Wiesel, Distinguished University and Andrew Mellon Professor at Boston University;
Dr. Herbert O. Edwards, Associate Professor of Black Church Studies, Duke Divinity School;
Dr. Major J. Jones, President-Dean, Gammon Theological Seminary, Inter-denominational Theological Center, Atlanta;
Dr. Carlyle Marney, Director of Interpreters' House, Lake Junaluska, and Visiting Professor of Pastoral Theology, Duke Divinity School;
Professor H. D. Lewis, Department of the History and Philosophy of Religion, King's College, University of London.

Ministry in the Vicinity

Ministers and churches in the vicinity of Duke University are especially welcome to avail themselves of continuing education programs, facilities, and other services of the Divinity School and its faculty and students. They are invited to attend public lectures, visit with distinguished lecturers, participate in in-residence seminars and conferences, audit selected courses, study in the continuing education carrels, and use the resources of the Divinity School Library, the Henry Harrison Jordan Loan Library, and the tape recordings collection. Divinity School faculty, staff, and students are generally available for preaching, teaching, and other services in churches of the community and region.

The Course of Study School

In cooperation with the Department of Ministry of the Board of Education and the Southeastern Jurisdictional Conference of the United Methodist Church, Dr. William H. Willimon directs the Course of Study School for pastors of the United Methodist Church. This school is in session for approximately four weeks each summer and the required studies for one full year can be completed in this period. This is not a part of the regular work of the Divinity School degree program, and no credit toward a seminary degree can be earned. The faculty includes representatives from the Divinity School and other church-related institutions. The thirtieth session of the Course of Study School was held 26 June to 21 July 1978.

The J. M. Ormond Center for Research, Planning, and Development

This center was established in memory of the late Dr. J. M. Ormond, professor of practical theology of the Duke Divinity School and director of the Rural Church Program under the Duke Endowment 1923–48. The North Carolina Annual Conference established the J. M. Ormond Fund in 1951. This fund was a part of the special effort by the North Carolina and the Western North Carolina Conferences of the United Methodist Church to raise extra funds for the Divinity School. The center is under the director of research, Professor Robert L. Wilson, and is jointly supported by the Ormond Fund and the program of the rural church under the Duke Endowment. The purpose of the center, which is structured in cooperation with the two annual conferences, is to assist the church in performing its ministries. The center utilizes the methodologies of the social sciences to provide research and planning services for congregations and denominational organizations.

The Henry Harrison Jordan Loan Library

Henry Harrison Jordan, (1862–1931), distinguished member of the Western North Carolina Conference, was memorialized by his children by the establishment of an endowment in 1947. The Divinity School librarian is the custodian of books purchased under this fund for loan, through postal services, to qualified ministers of all denominations or localities. The Jordan Loan Library undertakes to maintain a catalogue of up-to-date publications representative of the several theological disciplines and areas of the minister's professional interest. Books may be borrowed by application to the librarian of the Divinity School.

The Duke Divinity School Review

Three times each year (autumn, winter, and spring) the Divinity School publishes a magazine designed to acquaint its readers with current theological thinking through the inclusion of public addresses given at the school, articles by faculty members and others, and book reviews. The *Review* is circulated free of charge to a mailing list of some 2,600, including alumni of the School, interested friends, campus ministers, teachers, administrators, and librarians. It is also available to students upon request.

Other Programs

Facilities for Advanced Study through the American Schools of Oriental Research. Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly, students in the Divinity School have the privilege of attending the Albright Institute of Oriental Research in Jerusalem, the American Center of Oriental Research in Amman, and similar institutions without charge for tuition. They may also compete for the four fellowships offered annually by the Schools, the stipends depending upon available funds.

Programs in Pastoral Psychology. Programs in pastoral psychology beyond the studies incorporated in the M.Div. curriculum are provided in cooperation with the Duke University Medical Center. Three such special programs are available.

1. The Master of Theology degree with a major in pastoral psychology is ordinarily a calendar year program beginning the first full week in June.

However, upon the recommendation of the staff, candidates with a quarter or more of clinical pastoral education may begin their program in September. The candidate may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised field or clinical experience; a concentration in pastoral care through course work and an intern year in basic clinical pastoral education; and a concentration in pastoral counseling through course work and a year of advanced clinical pastoral education. In the context of clinical pastoral education various professional goals may be sought including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The program in clinical pastoral education is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will advance toward certification with the American Association of Pastoral Counselors. A quarter of clinical pastoral education (PP 277A or its equivalent) is considered a prerequisite for all programs. Degree candidates who extend their program over the calendar year receive three certified units of clinical pastoral education and nondegree candidates receive four certified units.

2. Single quarters of Basic Clinical Pastoral Education are offered each summer (beginning the first Monday in June and running for eleven weeks) and during the academic year either concentrated in one semester or extended over two semesters. When the quarter is completed within one semester, the student may take two other courses in the regular M.Div. program; when it is extended over two semesters, the student may take three other courses. Two transfer course credits will be granted for a summer CPE quarter or two course credits will be granted for the quarter taken during the academic year (unless a course credit has already been granted for PP 177, in which case only one additional credit will be given for the CPE quarter).

Students in CPE may not have other field education appointment or employment. However a CPE quarter will, when satisfactorily completed, count as one field education unit if taken in relation to either Field Education Seminar I or II. Only one field education requirement may be fulfilled by CPE.

Students are reminded that ordinarily no more than five courses out of twenty-four for the M.Div. degree should be taken in any one subdivision.

3. A one-year certificate or nondegree internship program in clinical pastoral education is available through the Duke Medical Center for persons who hold the Master of Divinity degree or its equivalent. Also, students who wish to pursue a pregraduation intern year are invited to apply, provided they have completed at least one year of theological education. The certificate, nondegree intern year can be done at any level of clinical pastoral education (basic, advanced, supervisory) at which the candidate and the supervisory staff judge appropriate. These persons may enroll in the Divinity School as special students for a course or two each semester. Such training usually provides four quarters of certified clinical pastoral education credit.

For further information concerning any of these programs, write to Dr. Richard A. Goodling, Director, Programs in Pastoral Psychology, Duke Divinity School. See the section on the Master of Theology degree program.

Library Funds

The following funds provide resources to enrich the collections of the Divinity School Library.

Ormond Memorial Fund. Established in 1924 by Dr. J. M. Ormond, '02, and Mrs. Ormond, in memory of his mother and father, Mr. and Mrs. J. J. Ormond, the income from the Ormond Memorial Fund is to be used for the purpose of a collection of books on the rural church for the Divinity School Library at Duke University.

Avera Bible Fund. Established in 1895 by gift of Mrs. L. B. McCullers in memory of her husband, Willis H. Avera; the income to be used for the purchase of books for the Divinity School Library and for the support of the Avera Bible Lectures.

Louis W. Bailey Memorial Fund. This memorial fund was established in 1958 by the Reverend A. Purnell Bailey in memory of his father. The income is to be used for books for the Divinity School Library.

Stuart C. Henry Collection Endowment Fund. This fund was established by the Class of 1975 in honor of Professor Henry with income to be used to purchase books in the collection on American Christianity.

The William Arthur Kale, Jr. Memorial Fund. William Arthur Kale, Jr. was a member of the Duke University Class of 1958, a lover of sacred art and music, and a member of the University Chapel Choir. In 1964 his parents, Professor and Mrs. William Arthur Kale, Sr., established a fund in his memory for the purchase of books and other materials in the area of fine arts and religious musicology for the perpetual enrichment of the holdings of the Divinity School Library.

The Walter McGowan and Minnie Daniel Upchurch Fund. Established in 1971 by W. M. Upchurch, Jr., an alumnus of Duke University and a member of its Board of Trustees, the fund, honoring Mr. Upchurch's mother and father, is used for the purchase of materials in the area of sacred music and is supplementary to a collection of materials given by Mr. Upchurch to the Divinity School Library. This collection includes 1,487 anthems and other compositions of sacred music, along with sixty-two disc recordings of the Duke University Summer Chapel Choir for the years 1937-41, at which time Mr. Upchurch was director of the choir.



Curriculum



Degree Programs

The academic work of the Divinity School embraces three degree programs: the Master of Divinity degree (M.Div.) ordinarily of three academic years; a one-year program beyond the basic degree, the Master of Theology (Th.M.); and a third program of two academic years leading to the degree of Master of Religious Education (M.R.E.). All are graduate-professional degrees. Admission to candidacy for any of these three degrees presupposes the completion of the A.B. or its equivalent.

Students preparing for ordination to the Christian ministry and requiring appropriate graduate-professional education will enroll for the Master of Divinity degree. Students whose acquired academic standing, under this basic degree program, entitles them to further specialized study may advance their command of selected theological disciplines by applying for an additional year of studies leading to the Master of Theology degree. Together, these two degree programs constitute a sequence. Although the Master of Divinity degree fulfills requirements for ordination by prevailing ecclesiastical standards, the Th.M. program may assist in assuring a larger measure of professional preparation. Application for admission to the Th.M. program is open to graduates of other schools who have completed the basic theological degree.

The Master of Religious Education degree program is designed to prepare qualified persons, ordinarily not seeking ordination, for a ministry of Christian education in local churches or other organizations. The course of study is arranged to provide grounding in Biblical, historical, and theological disciplines as essential background for instruction in and exercise of professional competence in curricular planning, teaching methods, and supervision of educational programs for various age groups.

The specific requirements for each of these degrees are found in the succeeding pages. It is evident that completed course work cannot be credited toward more than one degree. Reciprocal transfer of credit for course work taken under either the M.Div. or the M.R.E. program requires the permission of the associate dean for curricular affairs.

Doctoral Studies Accredited by the Graduate School

The Divinity School provides a substantial body of course offerings at an advanced level in Biblical, historical, and systematic and contemporary theological disciplines that are accredited alike by the Graduate School and the faculty of the

Divinity School, and lead to the Doctor of Philosophy degree. Sharing responsibility with the University Department of Religion for staffing and curricular provision of this course of study, the Divinity School is the principal contributor to the program of graduate studies in religion. However, since the Ph.D. in religion is certified and awarded under the Graduate School, the doctoral student's admission and matriculation are administered under that division of Duke University.

With few exceptions, most courses in the *Bulletin of The Divinity School* carrying a 200 number or above and belonging to the fields noted above are applicable to doctoral programs of study. These courses are open to qualified M.Div., Th.M., or M.R.E. students by permission of the instructor.

Qualified persons who desire to pursue studies leading to the degrees of M.A. or Ph.D. in religion, under the administration of the Graduate School, are advised to apply to the dean of that School. Inquiries concerning fellowships or specific requirements of the Program of Graduate Studies in Religion may be addressed to Professor D. Moody Smith, Jr., Director, 209 Divinity School.

The Basic Theological Degree—Master of Divinity

The faculty of the Divinity School constantly endeavors to review the curriculum as a whole and to tailor individual courses to meet the needs of a rapidly changing world. Major curricular revisions were instituted in 1948, 1959, and 1967. The curriculum is, therefore, not static but dynamic and is always subject to emendation by the faculty.

This degree program is structured to elicit a positive response to: (1) the challenge to provide an adequate professional education—education for ministry; (2) the needed variability of ministries in today's complex world; (3) the norms of university education; and (4) the Christian tradition.

Aims of the Curriculum. The aims of the basic degree program focus upon four goals, four areas of personal and curricular responsibility, four life-long tasks which should be strongly advanced during the seminary years.

1. *The Christian Tradition.* To acquire a basic understanding of the Biblical, historical, and theological heritage.
2. *Self-Understanding.* To progress in personal and professional maturity—personal identity, life style as an instrument of ministry, major drives, handling of conflict, resources, and professional competency and so forth. This is to be coupled with a sensitivity to the world in which we minister—its social forces, its power structures, its potential for humanization and dehumanization.
3. *Thinking Theologically.* To have the ability to reflect about major theological and social issues and to define current issues in theological terms and theological issues in contemporary secular terms.
4. *Ministering-in-Context.* To have the ability to conceptualize and participate effectively in some form of contemporary ministry.

Goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary with individuals and their own motives and incentives.

The Basic Curriculum—General Description. Beginning with the 1976–77 academic year, graduation requirements for the Master of Divinity degree consist of satisfactory completion of twenty-four courses and two units of approved field education. Students who matriculated prior to 1 September 1976, are required to complete 75 semester hours of class credits and one unit of field education. The basic curriculum leading to the Master of Divinity degree provides for founda-

tional courses in Biblical, historical, theological, and ministry studies, representative of the tradition and regarded as indispensable background for subsequent elective work and individual program information. These required courses total eight of the twenty-four courses necessary for graduation. They are Old Testament 11, New Testament 18, Church History 13 and 14, American Christianity 28, Christian Theology 32, Christian Ethics 33, and Black Church Studies 124. The opportunity of advanced standing adds further variability to the academic program, depending upon the nature and quality of the student's undergraduate academic work. Sixteen courses, two-thirds of the required total, are available for working out an individualized program of studies leading to specialized preparation in academic depth and for purposes of professional ministerial competence.

Required courses may be staffed by one or more professors and are planned to treat subject matter both in scope and depth at the graduate level.

The formulation of the student's course of studies is guided by certain broad but normative recommendations for area distribution of courses and by the advice and counsel of appointed faculty advisers or authorized directors.

Students and advisers are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies of the section entitled Administration of the Curriculum.

All academic programs are subject to review and emendation by the dean and the associate dean for curricular affairs for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and to the faculty adviser in planning the student's comprehensive study program.

Six semesters of residential study are ordinarily required for the completion of the degree. With permission of the associate dean for curricular affairs certified nonresidential study, not exceeding the equivalent of eight courses, may be permitted to a candidate for the basic degree.

The normal academic load is four courses per semester. A student with demonstrated competence may, with the consent of the academic adviser and the associate dean for curricular affairs, enroll for an additional course in the middler and senior years.

General Features of the Basic Curriculum. The following is a brief summary of the basic curriculum.

1. Twenty-four courses and six or more semesters of residency are required for graduation.
2. Each student is required to complete two approved assignments in field education (with or without remuneration) under supervision. Such assignments might include an internship, a summer of full-time work, two semesters of part-time work, or involvement in church or community service. The essential criteria for graduation credits are that the amount and quality of supervision be approved by the Office of Field Education, and that the student be required to evaluate and correlate the experience directly.
3. A normal academic load is four courses with credit.

With the approval of the academic adviser, a student may register, preferably not in the same semester, for one or two units of independent study under faculty supervision and/or one or two courses of cognate studies of graduate standing in Duke University. Enrollment for cognate graduate courses outside the University, including studies abroad, must have the prior approval of the associate dean for curricular affairs.

A SUGGESTED CURRICULAR PARADIGM

Junior Year

Fall Semester

Old Testament 11
Church History 13
Elective
Elective

Spring Semester

New Testament 18
Church History 14
Elective
Elective

Middler Year

Fall Semester

Systematic Theology 32
American Christianity 28
Elective
Elective

Spring Semester

Christian Ethics 33
Black Church Studies 124
Elective
Elective

Senior Year

Fall Semester

Four elective courses (including
CH 139 or 140 for United
Methodist students)

Spring Semester

Four elective courses (including
CP 155-A and HT 261 for United
Methodist students)

Administration of the Curriculum

General Regulations. The following regulations pertain to students enrolled in the regular curriculum:

1. Full-time students should ordinarily enroll for the required courses of the curriculum or for alternative courses offered for advanced standing in the order suggested in the master schedule of the curricular paradigm.
2. Students in programs leading to either the Master of Divinity or Master of Religious Education degree are required at the time of each registration period to plan their course of study with the consultation and approval of their assigned faculty advisers. Such programs are subject to the review and approval of the Committee on Academic Standing, the dean, and the associate dean for curricular affairs.
3. Students in candidacy for the Master of Divinity degree who serve as full-time pastors or work more than fifteen hours per week in addition to their academic course work are advised that their programs will usually require a fourth academic year. Modification of this schedule requires the approval of the associate dean for curricular affairs on recommendation of the director of field education.
 - a. Students with pastoral charges, or comparable extracurricular responsibilities, ordinarily will enroll for not more than three courses.
 - b. Students who accept pastoral charges in their middler or senior years are required to have the prior approval of the director of field education. Such students will be required to restrict their course work in accordance with regulation 3a stated above.
 - c. Modifications of these regulations will be scrupulously administered. Academic achievement, normally a B average, must be demonstrated before any modification of these requirements is allowed. Since adequate indication of the student's academic proficiency is not



available before the completion of the first academic year, no modification of regulation 3a is possible for junior students.

- d. Ordinarily a student may not commute more than fifty miles (one way). Students living farther away than this will be required to live on campus during the academic week.
4. Student assistant pastors (not pastors-in-charge) may enroll for a full academic load if they are not on probation, if they are under the supervision of the director of field education, and if their field duties involve no more than fifteen hours per week.
5. A student in candidacy for the Master of Divinity or Master of Religious Education degree is expected to enroll for no less than three courses in any semester. Exceptions require approval of the associate dean for curricular affairs.
6. Study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the associate dean for curricular affairs. A strong academic record is a prerequisite. Ordinarily, permission for such study may be granted to

students who have completed the work of the middler year. Both the institution abroad and a specific course of study proposed must have the prior approval of the associate dean for curricular affairs.

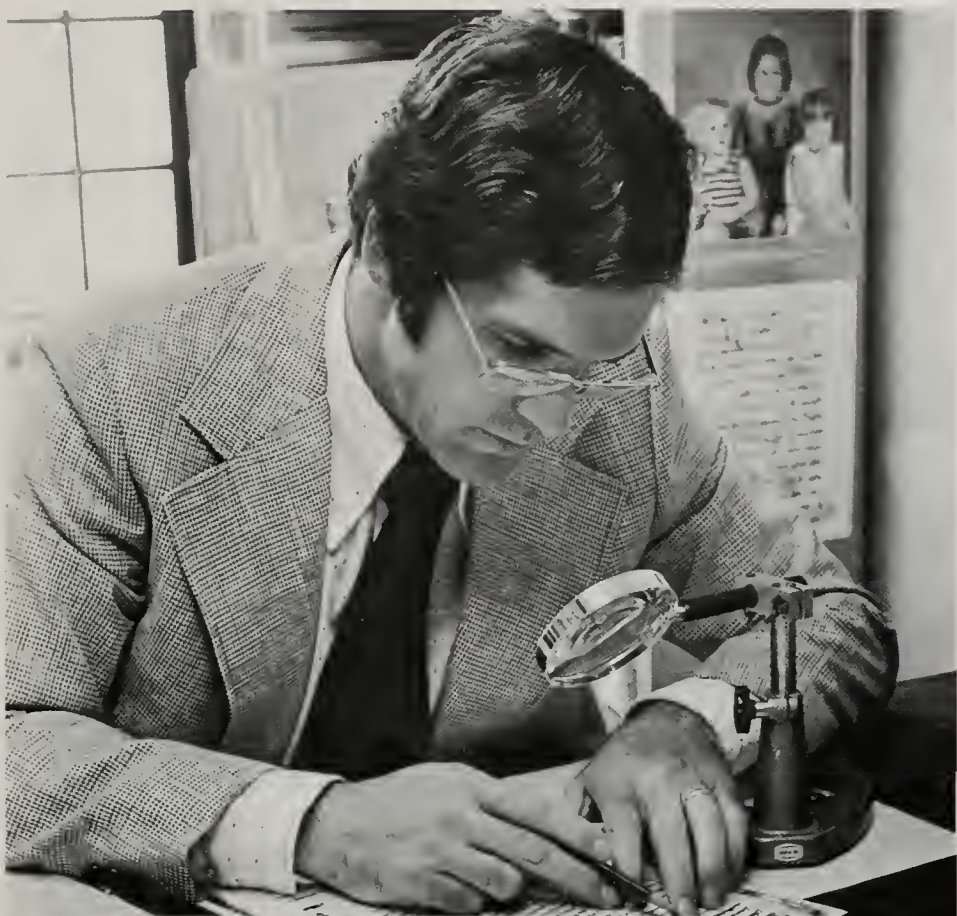
7. Transfer of credit to the Divinity School of Duke University, leading to candidacy for the degree of Master of Divinity, will normally be limited to one-third and may not exceed more than one-half of the academic credits (in proportional evaluation) required for fulfillment of degree candidacy (see the chapter on Admission).
8. Auditing of courses is permitted on notice to the associate dean for curricular affairs and by permission of the faculty instructor concerned. Auditors who are not candidates for degrees are charged an audit fee.
9. Students in candidacy for a degree who secure minor employment outside the channels of the Office of Field Education are required to inform the director of field education. Students carrying an outside employment workload of more than fifteen hours weekly will be required to limit their academic load.
10. Students may, with permission of their faculty advisers and the instructors involved, take one or two units of independent study. These independent study courses are ordinarily subjects at an advanced level which cover material not available in the regular curriculum. Students wishing to take more than two courses by independent study must have permission from the associate dean for curricular affairs in consultation with the student's faculty adviser and the instructor who directs that independent study.
11. Ordinarily it is expected that the work for the Master of Divinity degree be completed in three academic years (four for students who are on probation, who serve as pastors, or who serve internship years). Extension of the student's work beyond six years from initial matriculation requires the approval of the faculty.
12. A student wishing to take a leave of absence for one or two semesters, and intending to return to a degree program in the Divinity School, should so notify the associate dean for curricular affairs in writing in advance. No leave of absence will be granted for more than one full academic year.

Students deciding to withdraw from the Divinity School, for whatever reason, should notify the associate dean for curricular affairs in writing prior to withdrawal. All students who have officially withdrawn or whose leave of absence extends beyond one academic year but who wish later to return to the Divinity School will be required to reapply for admission and provide whatever documentation is required by the director of admissions.

13. Each entering student is assigned a faculty adviser, who must approve the student's proposed course of study at the time of registration each semester, and who is available for personal consultation on other matters relating to professional growth.

Advanced Standing. Students may, on the basis of undergraduate courses, a religion major, or other substantial preparation, apply for advanced standing in one or more of the eight required subjects. The appropriate division (Biblical, historical, or theological) will set procedures for determining basic competence in the particular field, ordinarily by an examination and assigned paper. A student may apply for such testing only once in a single area, not later than the beginning of the fourth semester.

Students who qualify for advanced standing in any of the eight areas will then be eligible to fulfill their graduation requirements in that field by taking an upper level course in the same subdivision instead of the introductory core course. They are not exempt from all work in that field.



Curricular Provisions and Procedures. Admission to candidacy for the Master of Divinity degree is admission to the regular program of studies. The suggested paradigm defines the normal sequence of the student's developing program. Students enrolled for less than three courses are considered part-time and are not eligible for financial aid or student health services.

The curriculum intends to serve graduate-professional aims with maximum flexibility. Sixteen elective courses are available and may be programmed to satisfy vocational and professional preferences. In planning a course of study, the student, in consultation with the adviser, should choose a program which will give a broad understanding and appreciation of future professional responsibilities. Members of the faculty and staff welcome inquiries.

Professional ministries include those of the parish, preaching, teaching, and pastoral care; ministries of education in local churches and higher education; missions; campus ministry; specialized urban and rural ministries; chaplaincies—hospital, institutional, industrial, and military; teaching; religious journalism; audiovisual communications; church agencies; and ecumenical ministries at home and abroad. For many of these, further specialized training will necessarily be sought elsewhere beyond the basic degree. For all of these ministries the student's program of studies can be shaped for the particular ministry in view.

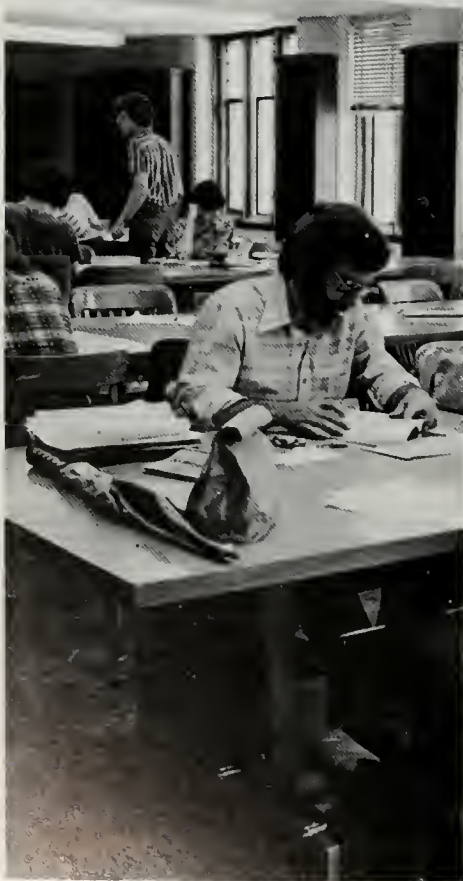
Students are encouraged to elect one course in each of the following areas or subdivisions of the curriculum beyond the required courses. The course should be selected with a view to the individual student's vocational and professional aims:

American Christianity; history of religion; Christian education; world Christianity and ecumenics; Biblical exegesis; pastoral psychology; Christian ethics; worship and preaching; care of the parish (including church and community). Students are also encouraged to concentrate, usually in not more than five courses in any one subdivision of the curriculum, in an area directly related to their vocational and professional intention. The program of each student is subject to review and revision by action of the faculty adviser, the Committee on Academic Standing, the associate dean for curricular affairs, or the dean.

General Information

Ordination and Disciplinary Requirements. Students preparing for ordination are strongly advised to fulfill denominational requirements for study of church doctrine and polity. United Methodist students must attend to regulations of the 1976 Discipline, paragraph 421. The following courses have ordinarily been accepted as fulfilling requirements of the Discipline: CT 32, HT 261, CH 14, CH 139, CH 140, CP 155-A. Most annual conferences also require one or more courses in preaching and worship.

Students from other denominations should consult with their appropriate church bodies for specific requirements. Polity courses for certain other denominations may be offered from time to time by faculty members or local clergy on prior request.



Graduation Requirements. Graduation requirements consist of satisfactory completion of twenty-four courses, including the eight basic courses or their equivalent, with an overall grade point average of C (2.0) or better, plus satisfactory completion of two units of field education with appropriate seminars. It is the responsibility of each student to see that all requirements for graduation are met, and that any special permission granted to deviate from the normal program is properly recorded on the personal files in the registry.

Grading System. As of the academic year 1971-72, the Divinity School employs the grading scale with the following letters, *A, B, C, D*, and *F* which have been defined as follows: *A*, excellent; *B*, good; *C*, satisfactory; *D*, passing; *F*, failure; *WI*, withdrew illness; *W*, withdrew, discretion of the dean; *I*, incomplete; *P*, passed; *NC*, noncredit; *Z*, year course. At the discretion of the instructor, individuals or classes may in certain instances be graded simply as pass or fail. Such *P/F* grades, no more than 25 percent of a student's total record, will not be figured in the grade point average.

The denotations are defined as follows according to quality points: *A*, 4; *A-*, 3.7; *B+*, 3.3; *B*, 3.0; *B-*, 2.7; *C+*, 2.3; *C*, 2.0; *C-*, 1.7;

Probation. Students whose work after admission is not satisfactory may be placed on probation by the Academic Standing Committee and required to reduce their course loads or to make other academic adjustments. Students who during the first year of Divinity School maintain less than a C (2.0) average, including failures, ordinarily will be required to withdraw from the School.

Incompletes. A student may petition the associate dean for curricular affairs to receive a grade of incomplete in a course. This petition must be filed in writing on the prescribed form with the registry on or before the last official day of classes of the semester in question. Such permission may be granted when a student, through some circumstances beyond control, such as illness, has been hindered from meeting the course requirements. Adjudication of the petition will rest with the associate dean and the instructor concerned. The associate dean will communicate in writing to the student regarding the joint decision and any conditions attached thereto. An incomplete becomes an *F* unless it is removed through



completion of assigned work by the following dates: for incompletes incurred in fall semester courses, 1 February; for incompletes incurred in spring semester courses, 15 September.

Change of Course or Withdrawal. Students are permitted to change their registrations for course work without incurring a penalty during the prescribed drop/add period at the beginning of each semester. However, any alteration in the total number of courses previously registered must be recorded during the official registration day prior to the opening of classes; no refunds will be granted after that date. The adding of a course requires the permission of the instructor of that course as well as the student's faculty adviser.

No student will be permitted to withdraw from a course after one-half of the period of instruction of the course without incurring failure, except for causes adjudged by the associate dean for curricular affairs to be beyond the student's control. Conditions of emergency and not considerations of convenience shall be regarded as determinative in considering requests.

Leave of Absence and Withdrawal. A student wishing to leave school for not more than two semesters and resume studies at a later date must file a request for leave of absence with the associate dean for curricular affairs. Such a leave of absence becomes an automatic withdrawal, necessitating application for readmission, unless an extension has been granted in advance by the associate dean.

Students wishing to withdraw from the Divinity School should consult with their faculty advisers and the associate dean, and must file a written statement of withdrawal with the registry.

Graduation with Distinction. Students who achieve a grade point average of 3.85 for overall academic records in the Divinity School are granted the degree of Master of Divinity, Master of Theology, or Master of Religious Education, *summa cum laude*. Students with a grade point average of 3.65 are awarded such degrees, *magna cum laude*. Such distinction is specified on their diplomas.

The Master of Religious Education Degree

The course of study leading to this degree is designed for persons desiring to prepare for leadership and service in the educational ministry of the church.

Admission. Applications for admission to the Master of Religious Education program are evaluated by the same standards as those applicable to the Master of Divinity degree, and admission requirements and procedures are also the same. Students planning to specialize in Christian education should study the sections of this bulletin which contain statements of policy regarding the most appropriate prerequisite studies for theological education and the procedures to be followed in applying for admission.

Requirements. The Master of Religious Education degree usually requires two years, or four semesters, of residence and study and the fulfillment of the following requirements:

1. Sixteen courses, twelve of them limited electives and four free electives, selected by the candidate in consultation with the academic adviser.
2. A final comprehensive examination.
3. Weekly conferences of candidates with an instructor in the program or another resource person. These conferences are required in the first semester of the first year and are arranged in later semesters according to the student's interests and needs.

Program of Study for M.R.E. Degree

Limited electives*	12
Two courses in the Biblical Division	
Two courses in the Historical Division	
Two courses in the Theological Division	
Two courses in the Ministerial Division (other than Christian Education)	
Four courses in Christian Education	
Free electives†	3
Cognate courses in another department†	<u>1</u>
	16
Weekly conferences of candidates (required in fall semester, first year)	
Final Comprehensive Examination	

*Limited electives may be completed through tutorials, if approved by the student's faculty adviser and the instructor(s) involved, provided the total number of tutorials is ordinarily no more than two.

†Free electives and cognate courses must be chosen by the student in consultation with the academic adviser and subject to the approval of the associate dean for curricular affairs.

The Master of Theology Degree

The course of study leading to the degree of Master of Theology is designed for graduates of accredited theological schools who desire to continue or resume their theological education for enhancement of professional competence in select-ed areas of study. Enrollment in the Th.M. degree program is open to a limited number of students who have received the M.Div. (or the equivalent) with superior academic records.

Inquiries on admission may be addressed to the director of admissions for referral to the director of the Th.M. program.

General Requirements. The general requirements for the degree of Master of Theology are:

1. Eight course units of advanced studies, with an average grade of *B* (3.0 average on a 4.0 scale).
2. Superior performance in a comprehensive examination covering the major area of study. As an alternative to the comprehensive examination the student may elect to do a research project in one major area if approved by the supervising professor. This project shall carry one course credit, to be counted within the eight units required.
3. Residence for one academic year.

There are no general language requirements. However, classical or modern languages may be required for certain programs (for example, in Biblical studies, Hebrew or Greek may be required).

The Program of Study. At least four of the required eight courses must be taken in one of the basic divisions of study (Biblical, historical, theological, or ministerial) which shall be designated as the candidate's major, and at least two courses in another of the divisions which shall be designated as the candidate's minor. Ordinarily, no more than two units may be taken through directed reading, and no more than one of these in any one semester. In the area of pastoral psychology, up to four course units may be taken through clinical pastoral education.

The comprehensive examination will be given at the close of the course of study for the degree, ordinarily in May or September.

The entire program of studies and comprehensive examination should be completed within twelve months. In some cases, the time limit may be extended, but in no case beyond three years.

The candidate majoring in pastoral psychology may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised clinical experience; a concentration in pastoral care through course work and an intern year in basic clinical pastoral education; a concentration in pastoral counseling through course work and a year of advanced clinical pastoral education. In the context of clinical pastoral education various professional goals may be sought, including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The Clinical Pastoral Education Program is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will be moved toward certification with the American Association of Pastoral Counselors. Course PP 277A (or its equivalent) is considered a prerequisite for a major in pastoral psychology, but is not applicable toward the eight courses required for the degree, although it will be indicated on the student's transcript. Accordingly, the student majoring in this area should ordinarily make provision for a program extending for a full calendar year beginning the first week in June.

Financial Aid. Please note in the pertinent sections of the chapter on Financial Information that the charges for tuition and general fee for the Th.M. degree are combined and are made on the basis of the number of courses taken, and that in order to be eligible for medical care a student must be taking at least three courses.

Special Programs

Duke Divinity School is a participant in the National Capital Semester for Seminarians conducted by Wesley Theological Seminary in Washington, D.C. Students may, with the approval of the associate dean for curricular affairs, enroll in this one semester program focussed on political issues and social ethics, and receive up to four transfer credits. Applicants must have completed at least two and not more than four semesters at Duke to be eligible.

The joint degree program between the Divinity School and the Institute of Public Policy Sciences at Duke is being discontinued because of the difficulty in coordinating different courses on different schedules with different grading systems. However, students interested in policy sciences are encouraged to select cognate courses in the institute and to explore the possibility of earning a Master of Arts in Policy Sciences during a fourth year at Duke, either on leave during their seminary course or after the completion of the Master of Divinity degree.



Courses of Instruction



Course Enrollment

The required courses of the curriculum are: Old Testament 11, New Testament 18, Church History 13 and 14, American Christianity 28, Christian Theology 32, Christian Ethics 33, and Black Church Studies 124. Other courses numbered through 199 are elective courses for Divinity School students only. Most courses numbered 200 and above are approved for credit by both the Divinity School and the Graduate School, and require the permission of the instructor. For other prerequisites the student should consult the roster of courses of instruction in this bulletin and should also refer to published registration advices at the time of registration for each semester.

Courses jointly approved by the Divinity School and the Graduate School of Duke University are published in the *Bulletin of the Divinity School*. Courses offered in the Department of Religion of Duke University, or as cognate courses in other departments, must be of graduate level (numbered 200 or above) in order to fulfill requirements for degrees in the Divinity School.

Projected Course Offerings

The following lists of proposed course offerings for the next two years are tentative and subject to change. Detailed listings are available at the time of preregistration in the middle of the preceding semester, and more distant plans may be ascertained by consulting the divisional representative or the instructors concerned.

Fall Semester 1978

Old Testament (OT): 11, 115, 208, 209, 304, 323-A, 350.
New Testament (NT): 103, 114, 116-D, 117-C, 118, 226-D, 312, 340.
Church History (CH): 13, 139, 236, 247.
Historical Theology (HT): 120, 246, 338.
American Christianity (AC): 28, 199, 296, 395.
Christian Theology (CT): 32, 108, 111, 200, 225, 229.
Christian Ethics (CHE): 33, 112, 220, 245, 387, 394.
Black Church Studies (BCS): 100, 126.
Care of the Parish (CP): 128, 148, 150, 151, 152.
Christian Education (CED): 105, 167, 175.
Pastoral Psychology (PP): 70, 170, 172, 174, 176-B, 177, 277-B, 278, 281-A.
Preaching (PR): 30, 189.
Church Worship (CW): 178, 180, 250.

Spring Semester 1979

Old Testament (OT): 106-E, 116, 130, 239, 306, 351, 353.
New Testament (NT): 18, 104, 105, 116-A, 119, 227-A, 312.
Church History (CH): 14, 334, 335.
Historical Theology (HT): 141, 261.
American Christianity (AC): 127, 377, 396.
Christian Theology (CT): 101, 110, 200, 212, 216, 300.
Christian Ethics (CHE): 33, 130, 230, 242, 244, 290.
Black Church Studies (BCS): 124, 198.
World Christianity (WC): 133.
Care of the Parish (CP): 129, 146, 155-A, 155-C, 158, 179, 190.
Christian Education (CED): 101, 218, 220, 230.
Pastoral Psychology (PP): 170, 175, 176-B, 177, 277-C, 281-B.
Preaching (PR): 30, 203.
Church Worship (CW): 166, 178.

Fall Semester 1979

Old Testament (OT): 11, 101, 115, 207, 223-E, 350.
New Testament (NT): 103, 116-D, 118, 226-E, 319.
Church History (CH): 13, 126, 140, 344.
Historical Theology (HT):
American Christianity (AC): 28.
Christian Theology (CT): 32, 108, 111, 226, 229, 320.
Christian Ethics (CHE): 33, 107, 112, 262, 389.
Black Church Studies (BCS): 100, 126.
World Christianity (WC): 156.
Care of the Parish (CP): 154.
Christian Education (CED): 105, 185.
Pastoral Psychology (PP):
Preaching (PR): 30.
Church Worship (CW): 168, 178, 250, 251.

Spring Semester 1980

Old Testament (OT): 106-E, 116, 130, 242, 351.
New Testament (NT): 18, 104, 117-B, 341.
Church History (CH): 14.
Historical Theology (HT): 261.
American Christianity (AC):
Christian Theology (CT): 101, 110, 211, 215, 220, 272, 303.
Christian Ethics (CHE): 33, 130, 242, 244, 291, 394.
Black Church Studies (BCS): 124, 198.
World Christianity (WC): 135.
Care of the Parish (CP): 155-A, 157, 179.
Christian Education (CED): 101, 202, 228, 398.
Pastoral Psychology (PP):
Preaching (PR): 30.
Church Worship (CW): 166, 178.

Beginning with the 1976-77 academic year, all courses are counted as of equal value in fulfilling graduation requirements of twenty-four course units and in computing grade point averages. Students who entered the Divinity School prior to that time will need to complete seventy-five semester hours; all courses listed below are counted as three semester hours except for OT 11, NT 18, and CT 32.

I. Biblical Studies

Knowledge of the content of the English Bible is regarded as indispensable for fulfillment of conditions for the basic theological degree. Provision for review of these materials will be integral to the Old Testament introductory courses.

OLD TESTAMENT

11. Introduction to Old Testament Interpretation. An introduction to the literature, history, and religion of ancient Israel with emphasis upon exegetical methodology. *Bailey and Murphy*

101. The Prophetic Movement. A study of the prophetic movement in Israel from the earliest period to the postexilic development of apocalyptic with special reference to the content and religious teaching of the prophetic writings. *Efird*

106. Exegesis of the English Old Testament. Prerequisite: OT 11 or equivalent.

106A. Genesis. *Bailey*

106B. Amos and Hosea. *Bailey*

106D. Wisdom Literature in the Old Testament. *Murphy*

106E. Old Testament Psalms. Exegesis of various literary types; theological orientation of Old Testament liturgical prayer; implications for prayer and liturgy today. *Murphy*

109. The Religion of the Old Testament. A study of the religious ideas contained in the Old Testament with special reference to their interpretation from Robertson Smith to the present. *Efird*

115–116. Introduction to Biblical Hebrew. Elements of phonology, morphology, and syntax. Exercises in reading and writing Hebrew. Exegetical treatment of the book of Jonah. (Two semesters: no credit will be given for 115 without completion of 116.) *Bailey*

130. Dying and Death. Critical consideration of Biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11, NT 18, or equivalents. *Bailey, H. Smith, and others*

207. Intermediate Biblical Hebrew I. Historical Hebrew grammar with reading and exegesis of Old Testament prose (Pentateuch and historical books in alternate years). *Wintermute*

208. Intermediate Biblical Hebrew II. Historical Hebrew grammar and rapid reading of prose and poetry. *Meyers*

209. Old Testament Theology. Studies of the Old Testament in regard to theological themes and content. Prerequisite: OT 11 or equivalent. *Murphy*

220. Rabbinic Hebrew. An interpretive study of late Hebrew, with reading from the Mishnah. *Davies or others*

223. Exegesis of the Hebrew Old Testament. Prerequisite: OT 115–116.

223A. Amos and Hosea. Stress on hermeneutical method. *Bailey*

223B. Job. *Murphy*

223C. Exodus. *Bailey*

223D. Song of Songs. *Murphy*

223E. Ecclesiastes. *Murphy*

237. History of the Ancient Near East. Emphasis upon the religions, literature, and art of Mesopotamia. *Bailey*

242. Life after Death in Semitic Thought. Consideration of the various ideas from the early second millennium through the Intertestamental Period. Exegesis of selected Old Testament passages. Evaluation of recent research. Prerequisite: OT 11 or equivalent, knowledge of Hebrew helpful but not required. *Bailey*

302. Studies in the Intertestamental Literature. Selected documents of the Apocrypha and Pseudepigrapha examined exegetically and theologically in their relation to postexilic Judaism. *Staff*

304. Aramaic. A study of the Aramaic portions of the Old Testament and selected passages from the Elephantine and Qumran texts. *Wintermute*

350, 351. Seminar in Old Testament. Research and discussion on selected problems in the Old Testament and related fields. *Murphy*

353. Seminar on Text Criticism. Emphasis upon transmission, versions, apparatus, and method. Prerequisites: NT 103–104 and OT 115–116 or equivalents. *Bailey and others*

373–374. Elementary Akkadian. Study of the elements of Akkadian grammar. Reading of neo-Assyrian texts shedding light on the Old Testament. Prerequisite: Biblical Hebrew. (Two semesters: not credited separately.) *Bailey*

375–376. Elementary Ugaritic. Study of the elements of Ugaritic. Prerequisite: Biblical Hebrew. (Two semesters: not credited separately.) *Staff*

NEW TESTAMENT

18. Introduction to New Testament Interpretation. An introduction to the literature of the New Testament with special attention to the perspectives and methods of historical-critical investigation and interpretation. *Efird or M. Smith*

103–104. Hellenistic Greek. Designed for beginners to enable them to read the Greek New Testament. (Two semesters: no credit will be given for 103 without completion of 104; however, students with at least one full year of college Greek may be permitted to enroll in 104.) *Efird*

105. Studies in Paul. An investigation of Paul's apostolate based upon the Acts and the Epistles with attention to Paul's theology as reflected in selected passages. *Efird*

114. Jesus in the Gospels. A consideration of the origins, transmissions, and literary fixation of the Jesus traditions with special attention to the message of the Kingdom, the problem of messianic self-consciousness, and the passion. *M. Smith*

116. Exegesis of the English New Testament I. Staff

116A. Luke-Acts

116B. Galatians

116C. The Pastoral Epistles

116D. I and II Corinthians

117. Exegesis of the English New Testament II. Staff

117A. The Gospel and Epistles of John

117B. Romans

117C. Revelation

117D. Mark

118. The New Testament in Greek. Readings in the Gospels. Staff

119. The New Testament in Greek. Readings in the Epistles. Staff

225. Living Issues in New Testament Theology. Critical examination of major problems and issues in New Testament interpretation and theology. Prerequisite: NT 18 or equivalent. *M. Smith*

226. Exegesis of the Greek New Testament I. Prerequisite: NT 103–104. *Price, M. Smith, or Young*

- 226A. Mark and Matthew
- 226B. Romans
- 226D. I and II Corinthians
- 226E. Gospel and Epistles of John

227. Exegesis of the Greek New Testament II. Prerequisite: NT 103–104.
Price, M. Smith, or Young

- 227A. Luke-Acts
- 227B. Galatians
- 227C. The Pastoral Epistles

311. Pharisaic Judaism in the First Century. A reading course in first-century Pharisaic Judaism. *Davies*

312. Pauline Theology. Studies in some aspects of Paulinism in the light of recent scholarship. *Davies*

314. Judaism and Christianity in the New Testament. A study of their interaction with special attention to Paul. *Davies*

319. The Gospel According to St. Matthew in Recent Research. *Davies*

340, 341. Seminar in the New Testament. Research and discussion on a selected problem in the Biblical field. *Price and M. Smith*

345. The Epistle to the Hebrews in Recent Research. *Davies*

II. Historical Studies

CHURCH HISTORY

13. History of the Church to the Protestant Reformation. A survey through the fifteenth century in terms of spiritual genius, organizational development, great literature, and representative movements. *Gregg*

14. History of Modern European Christianity. A survey of the main currents in Reformation and post-Reformation church history. *Steinmetz and Raitt*

105. Studies in Patristic Christianity. Selected issues in the worship, theology, and politics of the early Church. *Gregg*

126. The English Reformation. The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. *Steinmetz*

139. Methodism. A study of Methodist societies in England and the developing church in America as they gave rise to such historic issues as polity, education, division, and reunion. Prerequisite: CH 13–14. *Baker*

140. The Rise of Methodism and the Anglican Background. The Methodist societies within the Church of England to the death of Wesley. Prerequisite: CH 13–14. *Baker*

(Students are advised that either CH 139 or CH 140 will satisfy the United Methodist Discipline requirement.)

145. The Later Reformation and the Rise of Protestant Orthodoxy. Problems in Protestant theology before Kant. Extensive readings in the classic dogmaticians of the Lutheran and Reformed traditions. *Raitt*

201. Schism and Heresy in Early Christianity. Studies of crises precipitated by movements such as Gnosticism, Donatism, Arianism, and Pelagianism. *Gregg*

202. Religion of the Cappadocian Fathers. Examination of the careers and writings of Basil, Gregory of Nyssa, and Gregory of Nazianzus. *Gregg*

206. Christian Mysticism in the Middle Ages. Source studies in historical perspective of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. Prerequisite: CH 13. *Raiff*

236. Luther and the Reformation in Germany. The theology of Martin Luther in the context of competing visions of reform. *Steinmetz*

247. Readings in Latin Theological Literature. Critical translation and study of important theological texts in Latin from various periods of the history of the church. *Staff*

334. Theology and Reform in the Later Middle Ages. Examination of selected issues in the life and thought of the medieval church from the twelfth century through the fifteenth century. Readings in popular and academic theologies from Pierre Abelard to Gabriel Biel. *Steinmetz*

335. The English Church in the Eighteenth Century. Studies of Christianity in England from the Act of Toleration, 1689, to the death of John Wesley, 1791. *Baker*

339. The Radical Reformation. Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Muntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpeck Socinus, and Menno Simons. *Steinmetz*

344. Zwingli and the Origins of Reformed Theology. Source studies in the early Reformed tradition. *Steinmetz*

HISTORICAL THEOLOGY

114. Christologies of the Early Church. Investigation of important soteriologies and debates centering upon the person of Christ from the second through the fifth centuries. *Gregg*

120. Christian Thought in the Middle Ages. A survey of the history of Christian theology from St. Augustine to the young Martin Luther. *Steinmetz*

121. Readings in Sacramental Theology. The sacraments in the history of Christian thought. *Raiff*

123. Readings in Historical Theology. Prerequisite: CH 13–14. *Staff*

141. Women, Religion, and Theology. An historical study of fundamental religious perceptions and theological interpretations of woman. *Raiff*

204. Origen. The systematic and apologetic writings of an important Alexandrian thinker and exegete of the third century. *Gregg*

219. Augustine. The religion of the Bishop of Hippo in the setting of late antiquity. *Gregg*

241. Problems in Reformation Theology. Prerequisite: permission of the instructor. *Steinmetz*

246. Problems in Historical Theology. Prerequisite: permission of the instructor. *Raiff*

251. The Counter-Reformation and the Development of Catholic Dogma. Issues in Roman Catholic theology from the Reformation to the Second Vatican Council. *Raiff*

252. Nineteenth- and Twentieth-Century Roman Catholic Theology. Examination of Roman Catholic Theology from Vatican I to the present, with special attention to "modernism" and the work of Vatican II. *Raitt*

260. Life and Thought of the Wesleys. A seminar on John and Charles Wesley and their colleagues in relation to English culture and religion in the eighteenth century. Prerequisite: permission of the instructor. *Baker*

261. The Theology of John Wesley. A study of the development and structure of Wesley's theology with special reference to his doctrines of man and salvation. *Richey*

308. Greek Patristic Texts. Critical translation and study of selected Greek texts illustrative of significant aspects of patristic theology and history from the second through the fifth century A.D. *Young*

313. The Apostolic Fathers. A study of the religious thought in the writings of the Apostolic Fathers. *Young*

317. Seminar in the Greek Apologists. A study of the apologetic writings of the Greek Fathers in relation to the challenges of their contemporary world. Special attention will be given to leading protagonists of late Graeco-Roman culture, such as Celsus, Porphyry, and Julian. *Young*

318. Seminar in the Greek Fathers. A study of selected topics from the Greek Fathers. *Young or Gregg*

337. Theology of St. Thomas Aquinas. Intensive reading in the *Summa Theologica* and Biblical commentaries. *Raitt*

338. Calvin and the Reformed Tradition. The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers. *Raitt or Steinmetz*

See also CW 141. The Classic Age of the English Hymn.

AMERICAN CHRISTIANITY

28. History of American Christianity. A consideration of the nature of Christianity in America and the history of its development. *Henry and Newsome*

127. Modern American Religious Leaders. Recent American Christianity as seen through selected biographical studies. *Newsome*

199. The American Social Gospel. A study of Protestant social thought and action in America since 1865. *Newsome*

296. Religion on the American Frontier. A study of the spread of evangelical Christianity as a theological and cultural phenomenon of the American West. *Henry*

377. Contemporary American Theater and Evolving Theological Forms. An examination of creed and ritual implicit and explicit in contemporary American theater of stage, film, and television. *Henry*

384. Religious Dissent in American Culture. History and significance of dissent in the theology and culture of America. *Henry*

385. Religion in American Literature. A critical study of the meaning and value of religious motifs reflected in American literature. *Henry*

395. Christian Thought in Colonial America. Exposition of the main currents in Protestant theology. *Henry*

396. Liberal Traditions in American Theology. A study of the main types of modern religious thought, beginning with the theology of the Enlightenment. *Henry*

397. Contemporary American Theology. A critical appraisal of major tendencies. *Henry*

HISTORY OF RELIGIONS

180. Introduction to Asian Religions. Preliminary consideration of problems and methods in the study of religious traditions, followed by a survey of the historical development, beliefs, practices, and contemporary significance of the Islamic religion and the religions of India, China, and Japan. *Staff (Department of Religion)*

See other courses offered in the Department of Religion.

III. Theological Studies

CHRISTIAN THEOLOGY

32. Christian Theology. The major themes of the theology of the church. *Cushman, Herzog, and Langford*

101. Types of Religious Philosophy. Basic historical orientation of religious thought, especially in Western culture. *Robinson*

102. Science and Biblical Theism. Presuppositions, methods, and content of scientific knowledge in physics and biology in relation to creation and providence. *Robinson*

108. Major Types of Protestant Theology. A survey of Protestant theology from the reformers to Karl Barth. (For juniors only.) *Cushman, Herzog, or Langford*

110. This Life and the Age to Come. Christian eschatology and the meaning of history in the light of God's triumph over sin, suffering, and death. *Robinson*

111. A Christian Faith-Understanding of God. A systematic examination of Biblical and philosophical concepts of God in relation to the life of Christian faith. *Robinson*

200. The Person and Work of Christ. The problem of knowledge of Christ and formulation of a doctrine of his work and person in the light of Biblical eschatology. Prerequisite: CT 32. *Cushman*

210. Contemporary British Theology. Selected problems in representative British theological writings after 1900. *Langford*

211. Authority in Theology. The idea and function of authority in theology. *Langford*

212. The Doctrine of the Holy Spirit. A study of the person and work of the Holy Spirit. *Langford*

215. The Nature and Mission of the Church. Christian understandings of the church—Biblical, historical, contemporary—with a view toward ecumenical doctrinal construction. *Herzog*

216. Kierkegaard Studies. Critical examination of selected works. *Robinson*

322. Nineteenth-Century European Theology. Protestant theology from Kant to Herrmann. *Herzog*

325. Philosophical Theology I. Plato's Dialogues on the human condition and its therapy, with comparative examination of selected texts of Paul's Epistles, John's Gospel, and the Miscellanies of Clement of Alexandria. *Cushman*

326. Philosophical Theology II. Main problems of philosophical theology in the modern period. *Cushman*

328. Twentieth-Century European Theology. Critical examination of the thought of selected Protestant theologians from 1900 to 1950. Prerequisite: CT 32. *Cushman and Herzog*

352. Seminar in Christian Theology. Research and discussion of a selected problem in the systematic field. *Staff*

CHRISTIAN ETHICS

33. Christian Ethics. Theological assumptions, ethical principles, and their application to contemporary issues of Christian social policy. *Beach, Lacy, and H. Smith*

107. The Biblical Bases of Christian Ethics. Examination of major themes and moral teachings principally in the Decalogue, the Gospels, and the Epistles, with application to some contemporary issues. Prerequisite: OT 11, NT 18, or equivalent. *H. Smith*

112. Technology and Christian Ethics. The impact of the technological revolution upon American culture, and a normative Christian response. *Beach*

220. Theological Explorations. A seminar on contemporary theological issues, content to be designated by the Theological Division. *Staff*

225. The Christian Understanding of Human Nature and Destiny. Representative historical and recent theological interpretations of human nature, predicament, deliverance, and possibility. *Richey*

226. Theology and Contemporary Secular Understandings of Man. Critical theological examination of selected current interpretations of human nature and the human situation. *Richey*

229. Tragedy and Christian Faith. An analytical and constructive philosophical interpretation of the fundamental tragic dimension of human life in the light of a Christian theological understanding. *Robinson*

272. Theology of Paul Tillich. An examination of Tillich's philosophical theology. *Robinson*

300. Systematic Theology. Method and structure of systematic theology, the doctrine of God, theological anthropology, and Christology. Prerequisite: CT 32 or equivalent. *Cushman, Herzog, and Langford*

303. European Philosophical Method in Religious Studies. Gadamer, Habermas, and Ricoeur applied to Christian theology in Europe. *Herzog*

320. Theology, Power, and Justice. Critical examination of a major theme of modern thought in Schleiermacher, Hegel, Marx, and Tillich. *Herzog*

113. Contemporary Issues in Christian Morals. Constructive examination of selected areas of public and private morality. *Edwards and H. Smith*

130. Dying and Death. Critical consideration of Biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11, NT 18, or equivalents. *Bailey, H. Smith, and others*

194. The Protestant Church and American Culture. Analysis from the perspective of Christian ethics of current problems in the interpretation of church and culture with explicit reference to the parish setting. *H. Smith*

198. Ethics from a Black Christian Perspective. Analysis of the theological ethics of George Kelsey, Martin Luther King, Jr., Joseph R. Washington, James H. Cone, J. Deotis Roberts, and Major J. Jones. *Edwards*

220. Ethical Explorations. A seminar on contemporary ethical issues, the specific content in any given semester to be designated by the Theological Division. *Staff*

230. Moral and Value Education. A critical, theological investigation of Durkheim, Dewey, Simon, Kohlberg, Bull, Rokeach, and implications for education in church and society. Prerequisites: CHE 33 and CED 105. *H. Smith and Westerhoff*

242. Human Sexuality. Examination of biological, Biblical, cultural, and other aspects of human sexuality, together with analytical and constructive interpretation. Permission of instructor required. *H. Smith*

244. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. Prerequisite: permission of instructor. *H. Smith and others*

245. Ethics in World Religions. Moral foundations, assumptions, and applications in such historic faiths as Hinduism, Buddhism, Confucianism, and Islam, in the light of Christian ethical perspectives. *Lacy*

262. Marxist Ideology and Christian Faith. Comparative examination of Communist and Christian doctrines such as man, society, sin, history, and eschatology, together with an introduction to the contemporary dialogue. *Lacy*

290. Current Problems in Christian Social Ethics. A critical study of secularization, the technological revolution, and the ecological crisis. *Beach*

291. Historical Forms of Protestant Ethics. A survey of major types of Protestant ethical theory from Luther through contemporary figures. *Beach*

383. Moral Theology in the Twentieth Century. Critical and comparative examination of ethical theory as exhibited in the work of selected contemporary theologians. *H. Smith*

387. Ethical Method. Selected methodological issues in contemporary theological ethics. *H. Smith*

388. Ethics and Health Care. A critical study of selected aspects of modern biomedical technology with special reference to the ethical assumptions informing their development and practice. *H. Smith*

389. Christian Ethics and Contemporary Culture. A study of the interaction between Christian thought and current secular social theory. *Beach*

394. Christianity and the State. "Civil religion" in its historic development and contemporary expressions in America. Christian ethical premises of democratic political theory and practice. The relationships of church and state. *Beach*

BLACK CHURCH STUDIES

100. Introduction to Black Theology. An examination of the historical roots of black theology with special attention to the treatments of traditional themes

and problems in theology by black theologians and their rationale for the black theological enterprise. *Edwards*

124. The Black Church in America. A consideration of the historical and theological development of the separate black Christian denominations in America with attention to some of the major leaders, black worship, and black preaching. *Edwards and Newsome*

126. Black Religion and Social Conflicts in America. An examination of some of the reactions of black religious groups to the limits placed upon black people in American life, efforts made to break down racial barriers in society, and attempts to institutionalize black responses to such barriers. *Edwards*

195. Theological Ethics of Howard Thurman. An examination of the theology and ethics of Howard Thurman, with particular attention to the possible social utility of a theological ethics based on a form of Christian mysticism. *Edwards*

See also CHE 198. Ethics from a Black Christian Perspective.

WORLD CHRISTIANITY AND ECUMENICS

24. The Christian World Mission. A study of theological foundations, guiding principles, and contemporary problems of the world Christian community. *Lacy*

133. The Expansion of Christianity. A survey of the spread of Christianity and the growth of the worldwide Church with special emphasis on nineteenth- and twentieth-century Protestantism in the non-Western world. *Lacy*

135. Contemporary Issues in the World Church. Analysis of political social, cultural, and religious conditions in a selected area of the world, and of theological-ethical insights and perspectives within the indigenous Christian community. *Lacy*

156. The Ecumenical Movement. Its contemporary development, structures, activities, and problems, against the background of church unity and disunity. *Lacy*

386. Christianity in Dialogue with Other Faiths. Contemporary currents of Christian thought as they relate to resurgent non-Christian religions and involve new formulations of a theology of mission. *Lacy*

IV. Ministerial Studies

THE CARE OF THE PARISH

128. Church Management: Leadership and Participative Skills. A study of the pastor's role as participant-facilitator with attention to organizational theory and facilitative skills employing the group workshop method of learning. *Ingram*

129. The Pastor as Consultant to Church Organization. A consideration of the pastor's role as organizational consultant with special emphasis on data gathering, diagnosis, and intervention using experiential learning designs. *Ingram*

146. Church Building. The role of the pastor in planning and executing building programs in the local church: architectural consideration and counsel, building requirements, and plans. *Nesbitt*

148. Christian Stewardship and Church Finance. A seminar to consider the principles of stewardship, education, budget-making, enlistment in church support. *Ingram*

150. Church and Community. The structure and dynamic factors shaping the present-day community together with their import for the work of the church. *Wilson*

151. The Town and Country Church. The small church, the circuit church, circuit administration, larger parish and group ministry, and the town and country movement. *Nesbitt*

152. Evangelism and the Local Church. A study of the nature, purposes, and methods of contemporary Christian evangelism with special attention to the local church. *Ingram*

154. The Urban Church. The function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. *Wilson*

155. Church Polity.

155A. The United Methodist Church. A study of the history of Methodist government and contemporary polity. *Ingram*

155B. The Baptist Churches

155C. The United Church of Christ

155D. The Presbyterian Churches

157. The Church and Social Change. A sociological study of the relationship of the church to the process of social change, including the role of the church as innovator, the church as participant in social movements, method(s) of accomplishing change, and the religious leader as an agent of social change. *Herzog and Wilson*

158. Contemporary Religious Sects. The nature, ideology, development, clientele, and role of contemporary religious sects; the process by which such sects develop into established organizations; and their relationship to the mainline churches. *Wilson*

179. Church Research. Methods of research and survey for the gathering, analysis, and interpretation of church and community data, together with preparation and use of denominational statistics. *Wilson*

189. The Multiple Staff Ministry. Group work, leadership, and organizational theories as applied to staff ministries in large church and cooperative parish settings. *Ingram*

220. Seminar in Contemporary Ministries. A seminar in patterns and issues of contemporary ministries, content to be designated by the Ministerial Division. *Staff*

CHRISTIAN EDUCATION

101. Faith and Nurture. Foundations in theology and educational theory for the teaching ministry of the Christian community. *Richey*

105. Education as a Pastoral Ministry. The nature of religious communities and the means by which they evolve, sustain, and transmit faith, values, and ways of life, with implications for evaluating, planning, and designing educational experiences within the total life of a congregation. *Westerhoff*

167. Adult Education and the Ministry of the Laity. A study of adult education and the ministry and mission of the laity in church and world and the ministry of teaching in the lay renewal of the church. *Richey*

169. Major Issues in Christian Education. Critical examination of selected issues in Christian education. *Richey*

175. Liturgy and Education. The nature and role of rites and rituals; learning, prayer, and the spiritual life; and education for baptism, confirmation, and the eucharist. *Westerhoff and Willimon*

185. Religious Education and the Arts. The place and the effect of imagination in religion and education, and the use of the arts in religious education. *Westerhoff*

202. The Pastor as Teacher. Integrating the theological disciplines (Biblical, historical, theological, and ethical) and religious education. Prerequisite: CED 105. *Westerhoff and others*

218. Research Seminar in Religion and Education. Various research techniques applied to issues in religion and education. Prerequisite: permission of the instructor. *Westerhoff*

220. Colloquium in Religious Education. *Staff*

228. Mass Media and Education. An examination of the nature and influence of mass media and their use in religious education and professional ministry, with experience in television, radio production, film-making, and newspaper and magazine journalism. *Westerhoff*

230. Moral and Value Education. A critical, theological investigation of Durkheim, Dewey, Simon, Kohlberg, Bull, Rokeach, and implications for education in church and society. Prerequisites: CHE 33 and CED 105. *H. Smith and Westerhoff*

398. The Teaching of Religion. An analysis of teaching and learning curriculum development and evaluation for the teaching of religion in secondary schools and institutions of higher education. *Westerhoff*

PASTORAL PSYCHOLOGY

70. Group Process and Personal Identity. A small group experience to enhance personal growth and explore personal identity and interpersonal styles of relating. *Staff*

170. Pastoral Conversation. A consideration of the nature of the pastor's conversation with people in the total caring ministry grounded in the person-centered understanding of personality processes and human relationship, using textual and conversational materials. *Goodling*

171. Pastoral Counseling. Consideration of the structures and processes of pastoral counseling; pastoral evaluation, referral, intake contract, goals, transference, termination, and other special problems. Prerequisite: permission of instructor. *Goodling*

172. Pastoral Care in Marriage and Family Life. Pastoral care in marriage and family life with special emphasis on premarital guidance within the context of the local church's program of family life education. *Goodling*

173. Psychotherapy and Sanctification. An analysis of structuring and growth processes in psychotherapy in the light of a Christian understanding of sanctification. *Mickey*

174. Theology and Personality Processes. Theological and religious interpretations of basic human experiences; psychodynamic meanings of the theological relationships, religious practices, and personality development. *Mickey*

175. Pastoral Care Ministries in Critical Human Situations. A seminar utilizing lectures by visiting professionals, case materials, resource films, and readings, to inform ministers on the casual factors, behavioral patterns, preventive and treatment programs, and the role of the church and minister in such problems as alcoholism, drug addiction, dying and death, juvenile offenses, marital crisis, suicide, mental retardation, sexual deviation, psychiatric disorders. *Goodling*

175A. Special Practicum Projects. For advanced students who want additional clinical experience under supervision in a pastoral care setting (inner-city; alcoholic rehabilitation; counseling; etc.). *Staff*

176. Pastoral Care and Persons in Institutions.

176A. Lectures by staff and ward visits at the Dorothea Dix State Hospital in Raleigh (and related facilities: alcoholic rehabilitation). *Staff*

176B. Lectures by staff and ward visits at the Murdoch Center for the Mentally Retarded and the facilities in the Butner, North Carolina, complex (state hospital, alcoholic rehabilitation, training school). *Staff*

176C. Lectures by staff and ward visits at the Central Prison in Raleigh and related correctional facilities. *Staff*

176D. The church's ministry to the elderly and homebound explored through lectures, case conferences, and visits to the elderly and homebound parishioners of local Durham churches. *Goodling*

177. Pastoral Care in the General Hospital Setting. An examination, through intensive individual and group supervision, of the student's pastoral ministry to the ill, the dying, and the bereaved in the general hospital setting. (Not recommended for those planning to take PP 277.) Prerequisite: PP 170. *Staff*

178. Power and Restraint in the Parish. A theological analysis of psychopolitical dynamics of the local church. Verbatim materials from the student's church work will be utilized in the course. *Mickey*

180. Women and Pastoral Psychology. A seminar utilizing lecture-discussions by visiting professionals, case materials, and shared research dealing with feminine psychology, the relationship of culture to counseling, and the dynamics of sexuality in counseling. *Mickey*

271. Marriage and Family. The psychodynamics of marital conflict and family problems; principles and procedures in marriage and family counseling. (For seniors and Th.M. candidates.) *Staff*

273. Seminar in Pastoral Theology: Theological Dimensions of Pastoral Counseling. An investigation of the problems in relating materials from theology and the social sciences as they are found in pastoral theology. *Mickey*

274. Research Problems in Pastoral Psychology. Research methods and areas of investigation in pastoral psychology. *Goodling*

275. Individual Study in Pastoral Psychology. Selected readings in major issues in pastoral psychology issuing in a research or honors paper. *Staff*

276. Pastoral Counseling in a Parish Setting. Group supervision of pastoral counseling in a local parish setting. Verbatim materials from counseling sessions will be utilized. Prerequisite: permission of instructor. *Mickey*

277-A,B,C. Basic Clinical Pastoral Education. Units of Basic CPE offered in the summer, fall, and spring in programs accredited by ACPE. (Two course units each, maximum credit.) *Staff*

278. Psychological Theories of Personality. A systematic presentation of leading personality theories, with reference to developmental processes (motivation, cognition, learning, etc.) and their implications for Christian ministry. *Mickey*

279. The Caring Ministry of the Laity Through Personal Groups. Personal experience in a group counseling process to develop a methodology for training lay leadership in the ministry of pastoral care through group experience. *Goodling*

281-A,B,C. Advanced Clinical Pastoral Education in Pastoral Care and Counseling. Pastoral care with inpatients and pastoral counseling of individuals, couples, families, and groups in a pastoral counseling center. (Two course units each.) *Staff*

PREACHING

30. Theory and Practice of Preaching. The development of a theory of preaching and methods of sermon construction, including clinical experience in preaching sessions and local church settings. *Staff*

180. From Text to Sermon. Preaching from Biblical sources. Emphasis upon the goal and methodology of exegesis, the hermeneutic problem, and verbal communication in the present. Prerequisite: OT 11, NT 18, or equivalent. *Staff*

181. Advanced Sermon Analysis Seminar. A critical study, on the basis of selected sermons and student presentations, of principal and practical problems facing the contemporary preacher. *Bergland and others*

182. Advanced Preaching: Practice and Evaluation. An advanced laboratory course for extra competence in the preparation, delivery, and evaluation of sermons. Prerequisite: PR 30 and permission of instructor. *Bergland*

183. Preaching in the Black Community. A study of the style and content of black preaching with attention to the unique roles of black preachers in society. An analysis of the essential characteristic of preaching in the black church. *Staff*

185. Preaching Values in Non-Biblical Sources. A critical examination of select samples of contemporary drama, poetry, and fiction, for homiletical purposes. *Staff*

186. Twentieth-Century Preaching. A study of contemporary preaching based on printed, recorded, audio- and video-taped sermons of leading homiletics of our age. *Staff*

187. Pre-Reformation Preaching. Sermons, handbooks, and other historical sources studied in relation to Biblical preaching and the liturgical church, the problem of popular ministry, and the issues of Christian reform. Prerequisite: CH 13. *Staff*

188. Post-Reformation Preaching. A study of the theological trends and significant personalities in the preaching tradition from the sixteenth century to the present. *Staff*

189. Preaching in Context. An analysis of preaching in the context of worship with consideration of the church and liturgical year, ecclesiastical environment, and the contemporary situation. *Bergland*

190. Fundamentals of Competent Ministry. *Marney*

193. Theology and Preaching. An examination of the relation of systematic theology and homiletical presentation. *Staff*

196. Preaching in the Parish. A consideration of preaching in relationship to pastoral duties and the total task of ministry with attention to week-by-week preaching in the parish setting. Some attention will be given to funerals and crisis situations. *Bergland*

203. Dialogical Preaching. An attempt to meld the senior person's experience in principal seminary disciplines into a dialogical hearing-teaching-preaching-being in the community of faith. *Marney*

WORSHIP AND CHURCH MUSIC

141. The Classic Age of the English Hymn. Eighteenth-century development of the English hymn with special reference to Watts and the Wesleys, their precursors and successors. *Baker*

166. Worship as a Pastoral Concern. A practical course dealing with worship as an expression of a pastor's concern for Christian education, pastoral care, evangelism, theology, and social action. Opportunity will be given for students to evaluate themselves as worship leaders. *Willimon*

167. Baptism and the Lord's Supper. Study of these sacraments with attention given to major representative traditions and to varieties of present observance and practice. *Willimon*

168. Worship in the Wesleyan Tradition. The history, development, and current trends in United Methodist worship along with practical experience and concerns related to worship leadership in United Methodist churches. *Willimon*

178. Christian Worship. A survey of the history of Christian corporate worship. Examination of the major Biblical, historical, and theological developments in worship from Old Testament times to the present. Readings in liturgical thought through the ages with comparative study of selected liturgical traditions. *Willimon*

180. Church Music. A two-fold study including: (1) a survey of the great monuments of church music; (2) musicianship, song-leading, and basic conducting with an emphasis upon the selection and use of hymns and other music from the *Methodist Hymnal* in public worship. *Hanks*

184. New Forms of Worship. Workshop in corporate worship as central in the liturgical life of the church, and of both traditional and innovative means of communication, celebration, and witness, through shared experiences in multimedia center, field visits, and mini-workshops with resource persons in the various media.

250. Advanced Seminar in Liturgical Studies. Reading and research in a selected area of liturgical study to be announced. *Willimon*

251. Studies in Spirituality. A consideration of different dimensions of the spiritual life. *Staff*

V. Clinical Training and Internships

CLINICAL TRAINING IN PASTORAL PSYCHOLOGY

Students may earn up to two course credits for a quarter or unit of clinical pastoral education in programs accredited by the Association for Clinical Pastoral Education (ACPE).

Students involved in clinical training under the direct supervision of members of the pastoral psychology staff during the academic year should register for credit under PP 277 for two course units unless a course credit has already been received for PP 177, in which case only one rather than two credits will be granted for the CPE quarter. Students should apply for such training through the director of clinical pastoral education.

Students involved in clinical training in summer CPE quarters should register with ACPE and the associate dean for curricular affairs as soon as accepted for training by a chaplain supervisor. Upon the receipt of a supervisor's report at the end of the training period the student will receive two course units of transfer credit.

INTERNSHIPS

In consultation with the director of field education and the associate dean for curricular affairs, an individually designed internship may be developed in a particular ministry vocational area of interest. Under certain circumstances it may be possible to earn one unit of field education and two course credits through such internships. Such programs must be formulated and recorded in advance in the offices of both field education and curricular affairs.

125-126. Special Ministry Internship. When a student needs to develop professional competencies in a highly specialized form of ministry, the director of field education will assist in designing an appropriate learning contract and in negotiating for a suitable placement setting, provided the arrangements meet the basic criteria approved by the Field Education Committee.

131-132. Ministry Through Social Agency Internship. A twelve-month placement in a regular personnel position in a social service agency to meet the job description of the agency and to develop a personal mode and style of ministry in a secular setting through understanding, appreciation, involvement in, and critical theological reflection upon environment, structures, values, and decision-making processes as conveyed by the conduct of the agency.

137-138. Parish Ministry Internship. A twelve-month placement, individually designed to engage the student in specified learnings in a wide variety of ministry functions in a local parish, under qualified supervision and using the guidelines of a learning contract.

143-144. Campus Ministry Internship. A nine-to twelve-month placement in approved locations designed to provide special learnings in delivering a ministry to college students under qualified guidance and utilizing a learning contract which specifies seminars, a personal journal, directed reading, and consultations to develop competency in these functions.

175-176. Clinical Pastoral Education Internship. A twelve-month placement in a clinical program accredited by the Association for Clinical Pastoral Education (ACPE).

197-198. Mission Internship. A special internship to prepare for service in church missions may be arranged by enlisting in the national or overseas program

of the United Methodist Board of Global Ministries for one to three years. As a requirement for agency planning, applications should be initiated in the fall of the middler year. Other denominational and/or work-study experiences abroad may be given field education credit by special arrangement with the director of field education.

Department of Religion—Graduate Courses

The following courses are offered periodically in the Graduate Department of Religion by Department of Religion faculty and may be taken by divinity students with permission of the instructor.

- 212. Policy-Making and Theological Ethics
- 217. Islam in India
- 218. Religion in Japan
- 221. Reading in Hebrew Biblical Commentaries
- 228. The Theology of the Gospel and Epistles of John
- 230. The Meaning of Religious Language
- 231. Seminar in Christianity and Contemporary Thought
- 232. Religion and Literature: Perspectives and Methods
- 233. Modern Narrative and Religious Language
- 238. Jewish Responses to Christianity
- 239. Introduction to Middle Egyptian
- 244. The Archaeology of Palestine in Hellenistic-Roman Times
- 248. The Theology of Karl Barth
- 258. Coptic
- 280. The History of Religions
- 281. Phenomenology and Religion
- 282. Myth and Ritual
- 284. The Religion and History of Islam
- 287. The Scriptures of Asia
- 288. Buddhist Thought and Practice
- 289. World Religions and Social Change
- 302. Studies in Intertestamental Literature
- 304A. Targumic Aramaic
- 306. Language and Literature of the Dead Sea Scrolls
- 307. Syriac
- 323 A-B. Comparative Semitic I-II
- 324. Readings in the History of Religion
- 360. Special Problems in Religion and Culture
- 361. Language and Biblical Criticism
- 380. Existentialist Thought

Appendix

ENROLLMENT SUMMARY 1977-78

Divinity School Students, total 388

344	M. Div.	(248 men, 96 women)
8	M.R.E.	(8 women)
10	Th.M.	(6 men, 4 women)
26	Special	
	Students	(11 men, 15 women)

Graduate Division of Religion Students, total 56

4	M.A.
52	Ph.D.

Total: 444

DENOMINATIONS REPRESENTED 1977-78

United Methodist	265	Undeclared-Nonaffiliated	3
Presbyterian Church, U.S.	19	Apostolic	2
Episcopal	14	Congregational	2
United Church of Christ	12	Lutheran Church in America	2
Missionary Baptist	10	African Methodist Episcopal	1
Southern Baptist	10	African Methodist Episcopal Zion	1
United Presbyterian Church, U.S.A.	10	Christian Methodist Episcopal	1
Disciples of Christ	8	Church of the Nazarene	1
National Baptist	6	Church of Scotland	1
American Baptist	4	Free Methodist	1
Roman Catholic	5	Pentecostal Holiness	1
United Holy Church of America	4	Progressive Baptist	1
United Church of Canada	3	Wesleyan Methodist	1

GEOGRAPHICAL DISTRIBUTION 1977-78

North Carolina	182	Alabama	3
Virginia	32	California	3
Florida	18	Colorado	3
Pennsylvania	17	Massachusetts	3
South Carolina	15	Connecticut	2
Ohio	12	Delaware	2
West Virginia	10	Washington, D.C.	2
Michigan	8	Idaho	2
New York	7	New Mexico	2
Tennessee	6	Oklahoma	2
Texas	6	Louisiana	1
Illinois	5	Minnesota	1
Indiana	5	Missouri	1
Maryland	5	New Hampshire	1
Arkansas	4	Washington	1
Georgia	4	Wisconsin	1
Iowa	4	Foreign:	
Kentucky	4	Brazil	1
Kansas	3	Canada	1
Mississippi	4	Scotland	1
New Jersey	4		

DEGREES CONFERRED 1 SEPTEMBER 1977

Master of Divinity

Allan Lowell Barger

Ricky Van Massey

Master of Theology

Sherry Lynn Sweet

Master of Religious Education

Alvin Tyrone Simpson

DEGREES CONFERRED 30 DECEMBER 1977

Master of Divinity

Johnny Hobbs Branch
Ann Hansel Burger
Suzanne Martin Davis
Robert Milton Disher, Jr.
Rodney Gene Hamm
James Pierce Knight
Thomas Alex Kruchkow

Vergel Lyronne Lattimore
David Corin Lewis
Milford Oxendine, Jr.
Albert Shuler
Stuart Ralph Tucker
Kyles Yohn Wallace

DEGREES CONFERRED AT COMMENCEMENT 1978

Master of Divinity

Mary Frances Albert
Donald H. Allred
Fremont F. Anderson, Jr.
Christie Lynn Antinucci
Robert Knight Barrows, Jr.
Kenneth Charles Birt II
Douglas Ross Bland
David Michael Byrum
Robert Kelly Carruth
Alva John Edwin Clever
David Stephen Cloniger
Richard A. Daily
John Foster Doud
Sylvia Gregory Easterling
Robert A. Edwards
James Edward Epperly
Thomas Charles Ettinger
Mark Owen Fenstermacher
Linda Kay Gard
Vera M. Gebhardt
Carol Woods Goehring
David Jacob Goehring
Jacob Bowles Golden, Jr.
David Matthew Griebner
George Wilson Gunn, Jr.
David George Hagens
James Albert Hewitt III
Gary Franklin Hill
Randy Allen Hillman
Robert Eugene Huffman
James Laurence Hutton III
Robin Michael Hynicka
Julius J. Jackson, Jr.
Keith Allen Jenkins
Martha Lynn Johnson

Cynthia Anne Jones
Earl Michael Jones
Ronald Ralph Jones
Jeffrey Lynn Kane
Theodore Abraham Kirk
Gary Lynn Kling
Roy Dean Knight
Christian Laube Kraatz
Thomas Anderson Langford III
William LeRoy Lee
Eric Norman Lindblade, Jr.
Carl William Lindquist
Daniel Gray Martin
Terry Lee Matthews
Helen Harton McConnell
James Patrick McCoy
Willie Lee Middlebrooks, Jr.
James Michael Miller
Howard Edgar Moore
Nancy McIlwain Morris
Charles E. Moss
Mark Bradford Motsinger
Helen R. Neinast
Thomas Carl Noll
Steven Paul Nunn-Miller
Colleen Marie O'Sullivan
Bonnie Parr Philipson
James Parr Philipson
Frances Fulcher Phillips
Harriott Johnson Quin
Martha Jane Reid
Stephen Wayne Rickman
John Benson Rowe
Judith Anne Shand
Howard Dean Sherrill, Jr.

Joseph Melton Shreve
Phillip Edwin Sims
Robert Kinsey Smith
Lawrence Walton Staples, Jr.
Claude Norris Stulting, Jr.
Douglas Lee Suggs
Benjamin Frederick Tandy
Victoria Sizemore Tandy

Jeanne Edick Tuttle
Keith R. Vesper
Daniel Shea Wall
Mark Wesley Wethington
Roy Preston White
Scott Taylor Wilkinson
Philip William Sotter Yocum

Master of Theology

Neriah Lee Goldston
Alvin James Horton
Charles A. Maloney

Daniel Guy Pugerude
Barbara Diane Quigley
Lucy Atkinson Rose

Master of Religious Education

Shirley Annette Pomeroy

INSTITUTIONS REPRESENTED

Adrian College	1	Florida Atlantic University	1
Agnes Scott College	1	Florida Southern College	4
Albion College	3	Florida State University	4
Albright College	4	Francis Marion College	2
Alma College	3	Frostburg State College	1
American University	2	Furman University	1
American Univ. of Beirut Med. Center	1	George Washington University	1
Antioch College	1	Georgia Southern College	2
Asbury College	1	Gettysburg College	1
Asbury Theological Seminary	1	Grambling State University	1
Atlantic Christian College	4	Greensboro College	6
Barber-Scotia College	1	Guilford College	2
Baylor University	1	Hanover College	1
Benedict College	1	Hendrix College	1
Bluefield State College	1	High Point College	7
Bryn Mawr College	1	Hollins College	4
Calvin College	1	Houghton College	1
Campbell College	2	Howard University	1
Carleton College	1	Huntingdon College	2
Carson-Newman College	1	Illinois State University	2
Catawba College	1	Illinois Wesleyan University	1
Chicago Theological Seminary	1	Indiana University	2
Christopher Newport College	1	Jacksonville State University	1
Clinch Valley College	1	Knox College	1
College of Idaho	1	Lambuth College	1
College of William and Mary	3	LaSalle College	1
College of Wooster	3	Lebanon Valley College	1
Colorado State University	1	Lycoming College	1
Converse College	2	Madison College	1
Creighton University	1	Mars Hill College	3
Davidson College	8	McMurry College	1
Denver University	1	Medical College of Virginia	1
DePauw University	2	Meredith College	3
Drew University	1	Merietta College	1
Drew Theological School	1	Methodist College	4
Drexel University	1	Michigan State University	3
Duke University	33	Mississippi State University	1
East Carolina University	7	Morningside College	3
Elon College	6	Morris Harvey College	2
Emory and Henry College	1	Norfolk State College	1
Erskine College	1	North Carolina A&T State University	5
Fairmont State College	2	North Carolina Central University	3
Fayetteville State College	1	North Carolina State University	3
Ferrum College	1	North Carolina Wesleyan College	12
Fisk University	2	North Texas State University	1

Oberlin College	4	University of Evansville	1
Ohio Northern University	1	University of Florida	3
Ohio Wesleyan University	3	University of Georgia	1
Oral Roberts University	2	University of Kansas	2
Otterbein College	3	University of Kentucky	2
Paine College	1	University of Maryland	1
Palm Beach Atlantic College	1	University of Michigan	1
Pembroke State University	1	University of North Carolina at Charlotte	7
Pfeiffer College	5	University of North Carolina at Chapel Hill	21
Presbyterian College	1	University of North Carolina at Greensboro	5
Presbyterian School of Christian Education	1	University of North Carolina at Wilmington	2
Randolph-Macon College	1	University of the Pacific	1
Randolph-Macon Woman's College	2	University of Pittsburgh at Johnstown	1
Rice University	1	University of St. Andrews	2
St. Andrews College	1	University of South Alabama	1
St. Leo College	1	University of South Carolina	3
St. Vincent College	1	University of South Florida	3
Shaw University	3	University of Southern Mississippi	3
Simpson College	3	University of Tennessee	2
Smith College	1	University of Texas at Arlington	1
Southern Arkansas University	1	University of Virginia	7
Southern Baptist Theological Seminary	1	Valparaiso University	1
Southwestern University	3	Vanderbilt University	2
State University of New York at Brockport	1	Virginia State College	2
State University of New York at Buffalo	3	Virginia Wesleyan College	3
Stetson University	1	Wake Forest University	8
Syracuse University	1	West Liberty State College	1
Texas Tech. University	1	West Virginia University	2
Thiel College	1	West Virginia Wesleyan College	4
Union College-Kentucky	1	Western Carolina University	3
Union Theological Seminary	2	Western Maryland College	1
University of Alberta	1	Wheaton College	1
University of Arkansas	1	Wichita State University	1
University of Arkansas at Monticello	1	Wilberforce University	1
University of California	1	Winston-Salem State University	4
University of Chicago	1	Wittenberg University	1
University of Colorado	1	Wofford College	4
University of Delaware	1	Xavier University	1
University of Denver	1	Yale University	2



Enrollment 1977-78

Candidates for the Master of Divinity Degree

Albert, Mary Frances (B.A., Rice University), Washington, D.C.
Aldridge, Rebecca Jo (B.A., DePauw University), Greencastle, Indiana
Alexander, Franklin Lee (B.A., Shaw University), Durham, North Carolina
Allen, Clyde Wayne (B.A., High Point College), Pinnacle, North Carolina
Allred, Donald Howard (A.B., Pfeiffer College), Henderson, North Carolina
Amos, William Henry (B.A., Shaw University), Durham, North Carolina
Anderson, Gary Alan (A.B., Albion College), Dearborn, Michigan
Anderson, Fremont F. (B.A., North Carolina Wesleyan College), Hagerstown, Maryland
Antinucci, Christie Lynn (B.A., Albright College), Katonah, New York
Arrington, Carl Leo (B.S., University of North Carolina at Chapel Hill), Enfield, North Carolina
Atwood, David Randolph (B.A., Methodist College), Roseboro, North Carolina
Ayres, Carol Denton (B.A., Agnes Scott College), Lynbrook, New York
Bagwell, Joy Helen (B.A., Christopher Newport College), Newport News, Virginia
Baird, Robert Hartley (B.A., Oberlin College), Poland, Ohio
Banks, Calvin Jerome (B.A., Winston-Salem State University), Winston-Salem, North Carolina
Barnes, Johnny Willie (A.B., M.A., North Carolina Central University), Durham, North Carolina
Barrows, Robert Knight (B.A., Wake Forest University), Groton, Connecticut
Beam, Gary Nelson (B.F.A., Florida Atlantic University), Dunedin, Florida
Belcher, Russell Thomas (B.A., Florida Southern College), Jacksonville, Florida
Bell, Dennis Lee (B.A., University of Evansville), Logansport, Indiana
Bell, William Robert (B.A., Duke University), Charlotte, North Carolina
Bingham, David Nowell (B.A., Lambuth College), Memphis, Tennessee
Biondi, David Mark (A.B., Oberlin College), Pittsburgh, Pennsylvania
Birt, Kenneth Charles (B.B.A., North Texas State University), Durham, North Carolina
Blackwell, Larry Lee (B.A., Elon College), Burlington, North Carolina
Bland, Douglas Ross (B.S., The College of Idaho), Twin Falls, Idaho
Booth, Susan A. (A.B., Duke University), Durham, North Carolina
Bozeman, Michael Lewis (B.S., Florida Southern College), Haines City, Florida
Bozich, Lynn Louise (B.A., College of Wooster), Salem, Ohio
Brame, Carl James, Jr. (B.A., Atlantic Christian College), Eden, North Carolina
*Branch, Johnny H. (B.A., North Carolina Wesleyan College), Rocky Mount, North Carolina
Briggs, Linda Denese (B.A., Fisk University), Mansfield, Ohio
Broadwell, Alan Ray (B.S., East Carolina University), Kinston, North Carolina
Brooks, James Orlando, Jr. (B.A., Saint Leo College), Smithfield, Virginia
Brown, Karen Louise (B.A., Southern Arkansas University), Magnolia, Arkansas
Brown, Larry Edwards (B.A., Francis Marion College), Florence, South Carolina
Buckner, Frank Wooldridge (B.A., University of North Carolina at Chapel Hill), Chapel Hill, North Carolina
Buckner, Michael Orval (B.A., University of Tennessee), Morven, North Carolina
Burnett, Alice Carol (B.A., University of Southern Mississippi), Richton, Mississippi
Burns, Donald Earl (A.B., High Point College), Robbins, North Carolina
Busby, Betsy Lee (B.A., Duke University), Austin, Texas
Butcher, James Jeffrey (B.S., University of Virginia), Cuyahoga Falls, Ohio
Byrum, David Michael (B.A., Hanover College), Lafayette, Indiana
Bywaters, Diane (B.B.A., Southern Methodist University), Shawnee Mission, Kansas
Calloway, N. Laine (B.A., Mars Hill College), Durham, North Carolina
Carefoot, David Rollins (B.A., Florida State University), Tallahassee, Florida
Carruth, Robert Kelly (B.S., North Carolina Wesleyan College), Durham, North Carolina
Cartwright, Richard Bryan (B.S., Union College-Kentucky), Bellefonte, Pennsylvania
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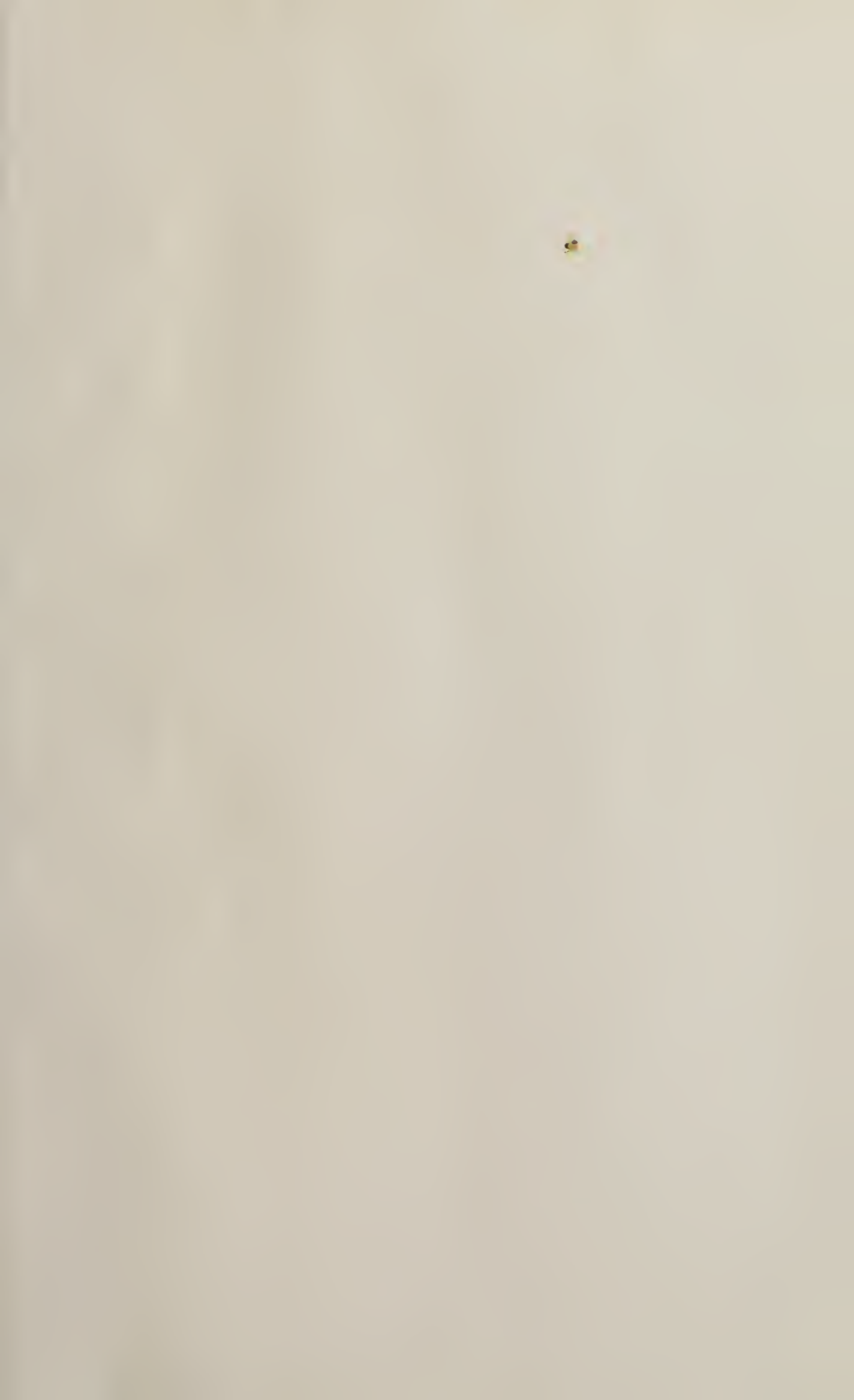
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